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ABSTRACT

The evaluation report examines three ACT demonstration projects (Adolescents in Child Training) in San Antonio, Chicago, and Little Rock designed to involve adolescents in child training through the classroom and actual field experience. Part 1 of the report describes the three projects with respect to their contextual, conceptual, and programatic components, facilities, decision-making processes and administration, and staff assessment: explains the study's research and experimental design; presents study results related to the demographic characteristics of the ACT service areas, the subjects of the evaluation, comparative analyses, and summary; provides conclusions; and makes overall and individual recommendations for the three projects. Part 1 also contains five appendixes: curricula for Little Rock (third year), 1973 San Antonio summer seminar schedule, San Antonio lesson plans, Little Rock observation schedules, and data collection instruments. Part 2 of the report is a statistical supplement which describes three standardized tests, the Rosenberg Self-Esteem Scale, the Fey Acceptance of Others Scale, and the Parent Attitude Research Instrument, which were administered to the adolescents in the three projects, and tabulates their results. The tests suggest that the changes in self-esteem, acceptance of others, and child-rearing attitudes were too small to attribute definitively to ACT. (Author/JR)

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ADOLESCENTS IN CHILD TRAINING (PROJECT ACT)

SUMMATIVE EVALUATION REPORT

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PREFACE

This study is an outgrowth of concern for the impact of three demonstration projects for adolescents involved in child training. The Sears Foundation funded programs in San Antonio and Chicago and the Office of Child Development funded one in Little Rock as three-year programs. Very little was done in the way of evaluation for the first two years and the determination was made that an evaluation be conducted over the three-year period. The present study has not been retrospective to a large extent, but efforts have been made to cover the three years through a variety of techniques.

Appreciation must be expressed for the fine work of the local observer-evaluators in each of the cities. They implemented and completed the evaluation tasks well and demonstrated much patience and cooperation. Thanks must be given to the Project ACT staff in all three cities for allowing the interruption of their activities and for their cooperation in most efforts. Their suggestions and recommendations were well considered and were applied where possible.

We should also like to thank Elizabeth Harris Dugger who served as research assistant in the first three months of the study during which time she made a strong input to the second year formative evaluation and the summative evaluation design. Finally, we thank the secretarial support that was received in preparing this final report.

Washington, D. C.

Joan R. Harris
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I. INTRODUCTION

Three demonstration projects designed to involve adolescents in child training through the classroom and through actual field experience were funded by the Sears-Roebuck Foundation and the Office of Child Development (DHEW). The programs had different names, but for evaluation purposes they all fell under the OCD rubric of Project ACT (Adolescents in Child Training). Implementation of the grants varied in Chicago, Little Rock and San Antonio, but these variants will be discussed in the comparative analysis to follow in succeeding sections of this report. In general, however, concentration has been focused on the adolescent. The children involved have not been overlooked but concern is for their well-being and lack of retardation or normal growth and development. Another component of interest is that of the parents of both the adolescents and the children.

The three major objectives of the program were as follows:

1. to foster the adolescent's awareness of the developing child; to broaden his understanding of children's needs and potentials for learning;
2. to enhance pleasure in caretaking (nurturing) to motivate continued involvement with children which will enhance the growth of each; and
3. to encourage youth to think about children in society, to seek knowledge, to perhaps make choices which will lead to careers in child-related fields, and to more informed parenting.

Each program (see individual site reports) had general and specific objectives but these related to the overall objectives. The present task is to examine these general and specific objectives in relation to the broader frame of reference.

Such an undertaking is most difficult because of the diversity of the programs, but there are some common threads through the programs which may lead to the establishment of a model or models to provide adolescents with knowledge of child training as a career and as future parents. In order to achieve such a goal it is necessary to compare the three programs.

This report is designed to elicit similarities and distinctions between the programs and to determine how these aspects might be drawn together to effect social policy for a future model or models to provide training to adolescents in child care.

The agency responsible for the third year, summative evaluation is Social Science Research, Inc. (SSRI). SSRI was awarded a grant from the Office of Child Development (OCD) in June, 1972, to conduct a second year formative evaluation, to develop an evaluation design for the third year summative evaluation, and to conduct the third year summative evaluation. The first year evaluation of Project ACT was the responsibility of Dr. Betty Caldwell. Ms. Rosemary Gmuer, however, conducted most of the evaluation. Little is known about the first year, but because of lack of time and a need for careful study, it was decided to ask an outside agency to do the program evaluation.

The evaluation design for the second year's operation was not developed until November, 1971, and was not implemented until the spring of 1972. As a consequence, certain observations and measurements were not obtained as planned. As part of the design there was to be a common observer at the three projects to work with a local observer to gain information about each individual site and to gain an overview of all three. The common observer, however, was not located until the Chicago and Little Rock programs had closed for the summer vacation. In Little Rock a separate summer program was in session but it did not reflect the school year activities of the program. The San Antonio program year does not end until November. During the summer months, however, the participants continue their activities, as contrasted with the school-based programs in Chicago and Little Rock.

II. PROGRAM DESCRIPTIONS

Although Project ACT, despite various program titles, has the same basic objectives, the program thrusts are different. These differences involve the ages of children, ages of teens, sponsoring and funding agencies, and actual programs. The comparative program descriptions will follow the format of the individual program reports.

A. Contextual Component

The context within which the programs operate must vary by virtue of the cities involved: Chicago, Little Rock, and San Antonio. Chicago is a large northern metropolitan area; Little Rock is a large southern metropolitan area; and San Antonio is a large southwestern metropolitan area. The Chicago and Little Rock programs were operated with the city boards of education while the San Antonio program is operated by a university extension service. The Sears-Roebuck Foundation funded Chicago and San Antonio and the Office of Child Devleopment funded Little Rock. All were three year demonstration projects which began in the fall of 1970. The San Antonio program, however, was not funded and operational until November, 1970, which extended the activities beyond the usual academic year, beginning in September and ending in June.

Both Chicago and San Antonio operated in deprived areas of the city. Chicago's program was in an urban renewal area with substandard housing and concomitant indices of deprivation. San Antonio ACT is located in and directed toward an inner-city Model Cities area. The Little Rock program was located in a court-order desegregated high school which drew from an economically mixed area.

The programs under the auspices of boards of education varied in their relationships. Chicago had a difficult time in the beginning with facilities and cooperation. In addition, the program's individual liaison with the board of education was lost. During the second year there was a new principal of the high school who appeared to be more supportive and cooperative. Little Rock had a better experience with the board of education, possibly because kindergarten programs have been held at the high schools for a number of years. San Antonio has very minimal contact with the local school system other than high school counselors who have been cooperative in providing students and information on them as participants in the program and as matched controls.

The programs have been received well in all of the communities and have enjoyed cooperation from agencies, organizations, and universities in terms of guest speakers and lecturers as sources of information and as sites for field visits. Little Rock received a tremendous amount of school participation in its kindergarten with almost every school organization and the PTA taking part.

B. Conceptual Component

The major thrust of Project ACT was directed toward the adolescents: (1) to increase the parenting skills of future parents and (2) to interest young people in child-related careers. The parenting skills include knowledge of early childhood development, nurturing, which involves warmth with positive firmness, and greater understanding of children as individuals. Child-related careers were to be presented to the adolescents as a part of the formal education program with the anticipation that directed field experience would reinforce the adolescents' desire to enter such careers. Contrary to many programs involving young children, interest in this area was confined to the normal growth and development of these children, i.e., that no harm was done to them.

A secondary interest of the programs was parental involvement. Such involvement was conceived differentially by the three programs. San Antonio proposed and adopted a technique of going to the home to work with the young child and the parents(s) and was able to stimulate both interest and involvement of the parents (including fathers). The original Chicago plans were to have the parents remain at the center with their children but space and resulting confusion made this procedure unfeasible. Parents were involved, however, through participation in monthly parent activities and through taking home materials and weekly readers to work with their children. In

Little Rock, parents of adolescents attended P.T.A. meetings, and parents of children attended the kindergarten for one half day during May and June. At this time the parents had discussions with the kindergarten teachers.

C. Programmatic Component

While the three programs involved adolescents and children under the age of six, variation did occur. In Chicago and Little Rock the courses were taught in the home economics department of the school, but the classroom or formal training in San Antonio was presented in a forty-hour seminar in June. The Little Rock program had a team of teachers and a program director, all of whom held degrees in child devleopment and home economics. The project director in Chicago was the only teacher and she held a degree in home economics with little training in child development. In San Antonio, the Associate Extension Agent (Project Director) held a degree in home economics and had some courses in child development; the Family Life Specialist from Texas A&M, who developed the curriculum and assisted in all aspects of the program, held a degree in child development and family relations. Differences did occur in the amount of information transmitted to the adolescents, but to what extent this factor may be attributed to lack of child development training is difficult to assess.

The techniques of providing theoretical understanding and field experience varied also. The youth educators in Chicago were students at Marshall High School, ranging in age from 15 to 17 years, who attended a preschool course (in-service training) one class period each day. They then spent two class periods each day in the preschool center working with the young children. The students were paid $1.45 an hour and for their seven hours per week in the center and received two class credits. Attrition was minimal for the teens.

In Little Rock, seniors were able to take an elective course in child development which was taught by the kindergarten teachers. The course consisted of one hour per day in one of the two kindergarten sections at Central High School and one hour per day in a theory-workshop for which they earned two class credits.

Additionally, some students enrolled in the vocational education course were employed four hours a day in the kindergarten as part of their Industrial Cooperative Training (ICT). Another senior elective course is one in Adult Living which has as a component child development. In the child development section of the latter course, students have general classroom discussion and observe in the kindergarten. Attrition of teens was minimal.

The San Antonio program is quite different from the other programs in that it is home based rather than school based. As a consequence, the teen-teachers received no school credit but they did receive remuneration initially at the rate of $1.60 per hour which could be increased to $1.70 after successful participation for a given period of time (during the present year remuneration has been between $1.80 and $2.10 per hour based on tenure and merit). The teen-teachers worked in teams in which they spent one and one-half hours in the homes of children from six months through four years. One teen taught while his partner observed. The order was reversed on the next visit. Attrition in San Antonio was higher than in Chicago or Little Rock where the programs were part of the school curriculum.

In summary, then, three programs directed toward preparing adolescents for parenthood and motivating them to enter child-related careers have attempted three models: (1) a staff trained in child development working in a public school system with high school seniors and kindergarteners; (2) a small staff (one teacher and one teacher aide) not trained in child development working in a public school system with high school students at various grade levels and two to four year old preschoolers; and (3) a small university extension staff with some child development training working in the community and home with various aged high school students in teams and children from six months through four years of age. Attrition rates appear to be related to school-based rather than home-based programs in that the rates were considerably lower in the former types of program.

The summative evaluation report contains a description of each program followed by a section on methodology. The results chapter contains a demographic description of each area served, a discussion of each group of respondents, and a comparative analysis. The final chapter is on conclusions and recommendations. The appendices contain information that is not applicable for inclusion in the text itself.

III. THE THREE PROJECT ACT PROGRAMS

Chicago

The "Development of Youth as Infant Educators" program in Chicago, Illinois, was one of the three demonstration programs referred to as Project ACT. The program was funded by the Sears-Roebuck Foundation in the fall of 1970 and operates under the auspices of the Chicago Board of Education, District 8. This program had adolescents working with preschool children.

In Chicago, there were the following general and specific objectives:

General:

> To give high school credit to students from a low S.E.S. neighborhood for a course which provided both child development information and practical experience in teaching preschool age children.

Specific:

1. To improve attitudes and skills of high school students in the area of child development and in their image of themselves as developers of young children.
2. To prepare high school students for their role as future parents.
3. To motivate career development in high school students in areas of service to children and child development.
4. To provide parents with models of positive attitudes toward children, and with ideas about games, books and ways of using them with children.
5. To provide children with the experimental background necessary for readiness to learn.

PROGRAM DESCRIPTION AND ASSESSMENT

The following program description was prepared primarily from the reports generated by Mrs. Margaret O'Neal, local observer for Chicago Project ACT, and Mrs. Bessie Parkman, the teacher-coordinator who served as project director. Some additions and slight revisions have been made by the SSRI staff.

A. Contextual Component

Early in 1970, Donald Youpa, Youth Programs Director of the Sears-Roebuck Foundation, initiated talks with Dr. Jules Sugarman, then head of the Office of Child Development, Department of H.E.W., concerning programs involving teenage youth in the care and education of young children. At Dr. Sugarman's suggestion, Mr. Youpa contacted Dr. Charles Gershenson, Director of Research and Evaluation at OCD, who in turn sent out a nationwide request for proposals. Mr. Youpa then contacted Dr. Lorrain Sullivan, then Superintendent of District 8, Chicago Public Schools, who drew up a proposal with the participation of District 8 Advisory Council members--Mrs. Rosetta Wheatfall, Mrs. Gail Willis, Mr. Henry Springs, Mrs. Winifred Wagner, and Dr. Joan Costello.

Before the start of the program year, however, Dr. Sullivan was transferred to the Department of Curriculum and thereby removed from any further active involvement with Project ACT. Her successor to the District 8 superintendency became Mr. Henry Springs, then principal of Marshall High School.

The consultant to the project from the Illinois Institute for Juvenile Research, Dr. Joan Costello, had been recommended to Mr. Youpa because of her recent work with preschool children on Chicago's West Side. She worked closely with Drs. Sullivan, Gershenson, and Caldwell in the planning of the Chicago program until the summer of 1970, when she left her position at IIJR to join the faculty at Yale University. Although not actively involved in the program's implementation, she continued to work with Drs. Gershenson and Caldwell on plans for evaluating the three programs.

Meanwhile, the Board of Education personnel were confronted with the problems (1) of finding suitable and qualified staff for the program and (2) of establishing the structure for providing high school credit to students participating in the program.

Since child development courses in the school system are part of the home economics curriculum, Mrs. Winifred Wagner, who was head of the Board of Education's Home Economics Department, took on the task of arranging for Marshall High School students to receive two credit hours for one year, or 40 weeks participation in the work-study program. Mrs. Wagner also recommended that Mrs. Bessie Parkman, a southside home economics teacher, be the project's teacher-coordinator. Two teacher-aides at Marshall High, Mrs. Washington and Mrs. Wolf, were hired to assist Mrs. Parkman. Mrs. Wagner filled a highly supportive role to the project's new staff as their liaison with the school system and as an advisor in program development and curriculum.

The person whom Dr. Sullivan had selected to provide housing and to recruit parents with preschoolers for the program was Mrs. Rosetta Wheatfall, an employee of the Illinois Youth Commission. Unfortunately, she was forced to retire because of ill health before the program year began. A decision then had to be made to locate the program in a third floor room in the high school, the only space immediately available. Later, a first floor room was made available, but the same major drawbacks remained--lack of proper bathroom and cooking facilities, inadequate space, lighting and heating. Concurrently, poor communications between the Sears-Roebuck Foundation and the Board of Education existed in part from Dr. Sullivan's departure from the district and from the Board's failure to assign a new principal to the high school until the following spring.

In March of 1971, Mrs. Parkman attended a Project ACT staff coordination meeting in Little Rock. At that meeting, it was determined that the following changes or improvements in the Chicago program needed to be made: (1) reduce size of teen group so smaller number of teens could work with preschoolers on a more personal basis, (2) spend five days instead of two days with preschool children and, (3) find adequate facilities.

In the spring of 1971, also, a new principal, Mr. Richard Portee, was assigned to Marshall High School. Since Mr. Springs was still officially responsible to the program, however, Mr. Portee's contacts with the program were minimal. For the sake of clarity, Messrs. Buzbee and Read met with Mr. Springs and Mrs. Parkman in May, 1971, in an effort to define the nature and scope of responsibility to the program by the district office.

The following agreements were made:

(1) that the program be removed from the high school building and placed in two mobile units stationed outside Faraday Elementary School;

(2) that teenagers for the 1971-1972 year be recruited according to criteria other than low grades, behavior, and truancy problems;

(3) that clerical assistance be arranged for the program at the rate of $2,000 per year for two periods (80 minutes) of work per day;

(4) that Mr. Springs give his personal attention to the prompt payment of bills incurred by the program;

(5) that a petty cash fund for the program be set up in the high school office;

(6) that Mr. Springs personally acquire all materials and equipment needed by Mrs. Parkman;

(7) that the Midwest Community Council recruit preschool children for the 1971-1972 program;

(8) that the program be shifted from 8:00 a.m. to 12 noon to 11:00 a.m. to 3:00 p.m.;

(9) that teenagers in the program visit on a regular basis local child/parent centers, homes, and other preschool programs, in spite of the high cost of busing involved;

(10) that the district office's accounting system be set up to correspond with the proposal budget so that expenditures and balances could be listed under those categories;

(11) that Mr. Springs submit to the Sears-Roebuck Foundation a monthly narrative report.

In June, 1971, Mr. Robert Buzbee, Youth Program Director for the Sear Foundation, visited the regional Office of Child Development in Chicago to elicit recommendations for the second year of program operation. While at OCD, also, Mr. Buzbee asked the child development specialist, Mrs. Margaret O'Neal for the names of persons whom he might approach as consultants to the program. Among those names given him was that of Dr. Diana Slaughter, Assistant Professor of Education and Human Development, University of Chicago, who agreed in July, 1971, to be the project consultant. The Sears Foundation, in turn, agreed that, in addition to her consultant duties Dr. Slaughter would be allowed to conduct a parent education program with her graduate assistant, Miss Peggy Stitt, as co-teacher.

In July, 1971, the project proposal was revised by Messrs. Springs and Buzbee, Mrs. Hallisy, and Mrs. Parkman. The following changes were made:

(1) facility will be provided by the Conservative Baptist Home Mission Society at 141 S. Albany, two blocks from the high school;

(2) parents with preschoolers will be recruited from the Mission's family registry;

(3) home visitation by teens will be permissible, when approproate, i.e., when considered to be a natural extension of classroom activities;

(4) students will spend a total of 10 hours per week in the program--seven hours working at the Center, two hours in-service training and workshops, and one hour observing other programs;

(5) supervisory personnel from the Chicago Board of Education will be assigned to advise the teacher-coordinator;

(6) an early childhood education consultant will be obtained; and

(7) preschoolers will come to the Center five days per week instead of two.

It was decided also that additional information would be included in the proposal:

(1) criteria for selection of teenagers;

(2) schedule of daily program for preschoolers; and

(3) role descriptions for Mrs. Parkman, Mrs. Hallisy, and Dr. Slaughter.

Since one of the teacher-aides, Mrs. Wolf, did not return to the project for the second year, Mrs. Parkman was left with only one aide, Mrs. Washington, and with no other person in official capacity to assist her in the administration of the Center.

Through an administrative oversight, a copy of the evaluation report for the 1970-1971 program year was never given to the Board of Education. Consequently, the Board was unable to give its official approval for the project's second year of operation. In order to acquaint Mrs. Kay Rohter, member of the Board, with the broader national scope of the project, Mr. Buzbee called a meeting for November 3, 1971, at the Albany Center and invited the following persons:

Mr. Leondard Rubin, Mrs. Patricia Hallisy, Mrs. Bessie Parkman, Mr. Henry Springs, Mr. Richard Portee, Mrs. Kay Rohter, Dr. Diana Slaughter, Dr. George Connelly, Dr. Bettye Caldwell, Dr. Charles Gershenson, and Mr. Edward Quinn.

Dr. Gershenson reviewed the historical development and objectives of Project ACT, explaining to Mrs. Rohter that he felt that "Project ACT represents a new approach to the teaching of child development concepts....an opportunity for teens to have direct contacts with young children which...reinforce their learning experiences."

Mr. Buzbee and Mrs. Parkman spoke of the many problems accompanying the first year of operation. Dr. Caldwell presented a proposed plan for the 1971-1972 evaluation and Dr. Slaughter expressed her enthusiasm for the program's potentialities. Also present at this meeting were Miss Peggy Stitt, and three parents: Mrs. Wells, Mrs. Cole, and Mrs. Tabor.

At the next meeting of the Board of Education, Mrs. Rohter recommended that the project be approved for the second year of operation.

The following month, December, 1971, Mrs. Patricia Hallisy, was transferred to another high school district. This move was a crucial one to the overall functioning of the program. Since it was she who maintained contact and communication between the Board of Education and the funding agency, monitored and advised Mrs. Parkman in the development of the curriculum, expedited purchase orders for supplies and equipment, and officially opened and closed the program for the year, she was sorely missed. It should be noted that this position has remained unfilled. Mr. Portee, the Marshall High School Principal, performed some of these functions, however.

B. Conceptual Component

As youth approach adulthood they want successful experiences in responsible positions in which their activities are appreciated and the results of their work are sufficient. They seek reassurance that they are needed and are becoming effective adults. Responsible teaching tasks can furnish important adult roles for many youth and can meet these needs in whole or in part. In this project concern has been (1) with high school youth, who soon will be parents and wage earners, and (2) with young children and their parents who can improve their educational attainments through sessions with youth trained as educators for young children.

C. Programmatic Component

The Chicago program, as may be seen from the contextual component of this report, had numerous problems the first year of operation. Mrs. Parkman came into the project and was given a group of students, but nothing else. She had no part in selection of the students, nor did she have facilities or materials with which to work. For these and numerous other problems encountered during the first program year, the Chicago program may be said to have begun full operation with the beginning of the second year. For this reason, the report deals mainly with the second-and third-program years.

The Chicago program was one in which teenagers involved in the preschool course at Marshall High School worked for 80 minutes (two class periods) per day in the center with preschool children, and spent 40 minutes (one class period) in in-service training with the program director, Mrs. Parkman in a classroom at Marshall High School. A schedule for the week in the Child Development class was as follows:

4th Period

Monday, Tuesday

Planning Sessions for Youth Educators

1. Work on lesson plans
2. Bulletin board materials for the week
3. Select stories, games, and educational toys to be used for the week
4. Plan homework for children and parents

Wednesday, Thursday

Explore Teaching Aids

1. Movies
2. Preschool programs on television
3. Listen to tapes of preschool activities
4. Construct materials that can be used to teach young children
5. Plan for events in each month
6. listen to lectures, watch demonstrations and participate in group discussions

Friday

Visit Nursery Schools, Day-Care Centers, Child Parent Centers, Kindergarten, Schomes, Schools or other Facilities which provide Child Care Services

1. Observation
    - a. Evidence of preschool planning
    - b. Length of attention span of small children
    - c. How activities were introduced and when activities were interrupted
    - d. Room arrangement
    - e. Discipline by teacher
    - f. Pupil-teacher relationship
    - g. Materials
    - h. Tone of voice used by teacher, etc.

The youth teachers for the second- and third-program years were selected by Mrs. Parkman. The following criteria were used in the selection:

a. Age of youth and grade level. The youth applying for the program should be at least 15 years of age and either in tenth or eleventh grade. High school seniors are considered if they are planning or are interested in a career in childhood education. One 14-year old student was admitted to the project because she was an advance sophomore and was interested in childhood education.

b. Willingness on the part of the student to learn and to work.

c. Socio-economic level of family. All students go to school in a poor neighborhood and are educationally deprived, but students from extreme low-income families are considered first if they are interested in the project.

d. Approval by parents. Students were interviewed by Mrs. Parkman and given full description of the program. This information, along with the application, was sent to parents for their approval.

e. Recommendations from teachers and community leaders.

f. Requests from parents that their children be considered.

Important also were maturity, emotional stability, cleanliness, and good grooming. In addition, students must have had good attendance records. All students were tested for tuberculosis before entering the program. There was no grade-point average requirement. Since work in ACT was given class credit, as well as monetary remuneration, there was little teen attrition.

The teens were paid $1.45 an hour for their work in the preschool (seven hours per week) and received two class credits. A time schedule for a typical day and a schedule for the pre-school program activities follow:

TYPICAL DAY
TIME SCHEDULE

8:42 - 9:30 a.m.	Teacher, teacher-aide planning period
9:42 - 10:22 a.m.	Students' child development class
10:45 - 11:00 a.m.	#1 group students arrive Children arrive - attendance check
11:00 - 11:20 a.m.	Snack
11:20 - 11:50 a.m.	Outdoor play #1 group students leave
11:55 - 12:10 p.m.	#2 group students arrive Toileting
12:10 - 12:30 p.m.	Filmstrips
12:30 - 1:00 p.m.	Lunch
1:00 - 1:18 p.m.	Rest period #2 group students leave
1:20 - 1:50 p.m.	#3 group students arrive Art activities
1:50 - 2:20 p.m.	Educational activities
2:20 - 2:46 p.m.	Didactic games
2:46 - 3:00 p.m.	Children leave #3 group students leave

SCHEDULE FOR PRESCHOOL ACTIVITIES

TIME	ACTIVITIES
8:44 - 9:24 a.m.	Planning Period (Teacher and Assistant)
9:28 - 9:38 a.m.	Division
9:42 - 10:22 a.m.	In-Service Training (Youth Educators)
10:26 - 10:40 a.m.	Greeting, informal health check, and attendance
10:44 - 11:15 a.m.	Free Play (Indoors or Outdoors) Washroom time - Snack time
11:19 - 11:50 a.m.	Music, Art, Stories, Poetry
11:54 - 12:34 p.m.	Preparation for Lunch Lunch - Washroom time
12:38 - 1:18 p.m.	Rest
1:22 - 2:02 p.m.	Educational Activities
2:06 - 2:45 p.m.	Reading, Numbers, Speech, Letters Washroom Time
2:45 - 3:00 p.m.	Dismissal

In the 80 minutes at the Child Development Center, the teens worked in teams of two, each team working with six children. During the second-program year, each teen worked with three or four children. The teens worked with the same group of children the entire year. In this way the teen youth teachers could determine the progress of his or her students and kept a record of their progress and accomplishments. If a teen or team were having trouble with a particular child, this child could be changed to another group. In the workshop at the high school, the youth teachers prepared daily lesson plans and developed materials for their group each week. The plans were done under the supervision of the teacher and teacher-aide. The youth teachers were encouraged to use outside sources of information along with the material used in the workshop. Guides used for working out plans for the year were: (1) the 1970 curriculum guide for pre-kindergarten prepared by the Chicago Board of Education. The general goals on which this guide focused included:

a. Development of better self-image in relation to success in school.

b. Improvement of language abilities.

c. Pupil participation in socialization experiences.

d. Involvement of parents in the educational program.

(2) The Child Development and Guidance Guide--the Occupational Aspect. This Guide was developed by Mrs. Lila Eichelberger. It was a plan for an occupationally-oriented course in child development and guidance. It assumed cooperative work experience as a part of preparation of students for occupations in the field of child care.

All children were given free medical and dental examinations and inoculations at the Herman Bundeson Health Center, a facility of the Chicago Board of Health. There were no provisions as yet for sickle cell screening. Mrs. Parkman may request the services of the nurse assigned to Marshall High School if necessary.

Children's medical and dental records were kept in the Center office in a locked file cabinet. Also included in the children's separate folders were results of the Edgar A. Doll Preschool Attainment Record and some of the children's "best" art work.

Materials used in the Child Development Center by youth teachers for young children--Every item in the project was selected by Mrs. Parkman for the contribution it would make to the learning process for youth teachers and young children. Many of the materials and activities were familiar, used in traditional programs but they were used in different ways for different and definite purposes. The materials selected were expected to meet the following criteria:

(a) further the children's learning in individual and small group situations;

(b) motivate children to do things on their own in work/play situations; and

(c) be safe and durable for children.

The floor space in the Center was divided into areas with all materials having a definite place.

	MATERIALS	LEARNING EXPERIENCES
1.	Quiet Center Records, slides, tapes filmstrips, story books, pictures, telephones, puzzles	Develop listening skills, language development, visual perception, creative expressions.
2.	Woodwork Center Work bench, tool set, peg boards, wood strips, take apart wood, nails.	To gain experience in using both hands performing different tasks at the same time; to develop visual perception, judgments when hammering or sewing, creative skills.
3.	Block Center Cubical counting blocks; blocks of different sizes, shapes, basic	Lifting, pushing, stacking blocks; strengthens large muscles, develops coordination, and improves perception; helps children develop awareness of weight, size, shapes and relationship.
4.	Wheel Toy Center Tricycles, roll arounds, wagons, trains, trucks, block play traffic signs.	Provides opportunities to engage freely in imaginative play, helpful for large muscle exercise.
5.	Science Center Green house, plants, chick-u-bator, animal pictures, plastic models of farm and zoo animals, records of animal songs and stories, flannel board cut-outs of weather, seasons of year, collection box.	Helps children discover the world around them, make comparisons, communicate their observations and formulate further questions, inquiry.

	MATERIALS	LEARNING EXPERIENCES
6.	Housekeeping Center Doll bed, dresser, full-length mirror, range, sink, table, chairs, dishes, utensils, doll buggys, dress-up clothes.	Language development, role perception, self-understanding
7.	Arts and Crafts Center Powder paints, finger paints, construction paper, easie paper, drawing paper, scissors, clay dough, crayons, pencils, paint brushes, straws, sponges, strings.	Visual perception, color recognition, shapes, creative expression; give opportunities to children to become aware of the world of art through observation and participation.
8.	Music Equipment Rhythm sticks; drums made from coffee cans; bells from stocking cases; tone blocks.	All music equipment was made by youth teachers for developing creative movement and expression and listening skills.
9.	Other Manipulative Materials Shoe laces, bean bags, made by youth teachers sand table, buttoning frame, zipper frame, snapping frame. (Frames were made by youth teachers.)	
10.	Stationary Outdoors Equipment None	

Materials used in Youth Educators Workshop--The materials used in the Youth Educators Workshop were divided into six areas and are described below:

A. Professional Books - Titles and Description

Dandy Dog's Early Learning Program
(A handbook for parents of preschool children)
McNEIL - ROBERTS

Preschool Education Today, Teacher's book
Hechinger - 1966

Readiness Adventures, A plan for Teaching
KEEGAN - 1966

Helping Young Children Learn
PITCHER - LASHER 1966

The Retarded Child Gets Ready for School
HILL, MARGARETT 1963

Your Child and His Reading
LARRICK, NANCY 1959

Your Child and His Emotional Health
WOLF, ANN

Three to Six: Your Child Starts to School
HYMES, JAMES L. 1950

Enjoying Your Child Ages 1, 2, 3.
HYMES, JAMES L. 1950

Nursey School
READ 1966

A Creative Guide for Preschool Teachers
Paperback 1966

Informal Reading - Readiness Experience
L. W. CARRILLE 1964

Preschool Teacher's Kit
BRADLEY - GAHAGAN 1967

Portable Workshop (set of ten)
HOLLANDER 1966

B. Books, High School Child Development Basic

Title and Description	Grade Level
The Developing Child Brisbane and Riker (1965)	11 - 12
Learning About Children Shuey, Woods and Young (1964)	9 - 12
These Are Your Children Jenkins, Shacter and Bauer (1966)	11 - 12
Guidance of Young Children Langford (1960)	11 - 12

C. Child Development Auxiliary

Baby Book - Better Homes and Gardens - trade	9 - 12
Living and Learning with Children Smart and Smart (1961)	11 - 12
Pocket Book of Baby and Child Care Spock (1957)	11 - 12

D. Child Development Resource

Your Baby and You - Carson, Gould (trade) 1966	11 - 12
Child Development and Adjustment Crow and Crow 1966	
Student's Workbook Child Development and Adjustment Crow and Crow 1966	
Family Fun Book Library	9 - 12

D. Child Development Resources (continued)	Grade Level
Techniques for Observing Normal Behavior Carbonara 1961	9 - 12
Child Development - Emerging Self Dinkmeyer 1965	11 - 12
Child Development Harlock	9 - 12
How to Help Your Child in School Sunley 1965	9 - 12
What Should Parents Expect From Children Archer and Yahrass 1964	9 - 12
Right from the Start - the Importance of Immunization 1964	9 - 12
Children and TV Frank 1962	9 - 12
A set of Encyclopedia	

E. Audio-Visual Materials

Records, Filmstrips, Movies, Tapes, Movie Projector, Filmstrip Projector, Record Player, Slide Projector and Slide Television, Games, and Films.

It should be noted that all materials and equipment used in the project for the young children, youth educators, and parents were selected from the Chicago Board of Education's approved list of materials. Any materials not on this list had to be approved by the Board of Education before purchased for use in the program.

JOHN MARSHALL CHILD DEVELOPMENT CENTER

MONTHLY CALENDAR FOR NOVEMBER AND DECEMBER

November 6	Monday	Birthday Celebration For the Month	12:30 -1:30 PM PM
November 9	Thursday	Field Trip - John G. Shedd Aquarium	10:00 -1:00 AM PM
November 28	Tuesday	Coordination Meeting	1:30 -4:00
November 29	Wednesday		9:30 -1:00 AM PM
December 4	Monday	Birthday Celebration For the Month	1:30 -2:30 PM PM
December 14	Thursday	Field Trip - Museum of Science	10:00 -2:00 AM PM
December 20	Wednesday	Field Trip - Library	10:45 -12:00 AM PM
December 21	Thursday	Christmas Program	11:00 -1:00
December 22	Friday	No School For Preschool Children	

Thanksgiving Holidays - November 23 - 24, 1973

Christmas Holidays - December 22 - January 2

JOHN MARSHALL CHILD DEVELOPMENT CENTER

(CALENDAR FOR THE YEAR)

MONTH	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SEPTEMBER	25 (=)				
OCTOBER	9 (=)	3 (0)	18 (*)	19 (+)	27 (#)
NOVEMBER	6 (=)	7 (0)	15 (*)	16 (+)	24 (#)
DECEMBER	4 (=)	5 (0)	20 (*)	14 (+)	15 (#)
JANUARY	8 (=)	9 (0)	17 (*)	25 (+)	26 (#)
FEBRUARY	5 (=)	6 (0)	21 (*)	8 (+)	23 (#)
MARCH	5 (=)	6 (0)	21 (*)	8 (+)	30 (#)
APRIL	2 (=)	3 (0)	18 (*)	12 (+)	13 (#)
MAY	8 (=)	8 (0)	16 (*)	10 (+)	25 (#)
JUNE	5 (=)	5 (0)		7 (+)	8 (#)

1. PUBLIC LIBRARY PROGRAM *
2. FIELD TRIPS (YOUTH EDUCATORS) @
3. FIELD TRIPS (PRESCHOOL CHILDREN AND YOUTH EDUCATORS) +
4. SITE VISITS (YOUTH EDUCATORS) #
   PRESCHOOL PROGRAMS IN THE DISTRICT
5. BIRTHDAY CELEBRATIONS (PRESCHOOL CHILDREN) =
6. SPECIAL HOLIDAY CELEBRATION

JOHN MARSHALL CHILD DEVELOPMENT CENTER

SCHOOL CALENDAR FOR

FEBRUARY MARCH APRIL MAY JUNE 1973

DATES	PLACES	TIME
FEBRUARY 21,	FIELD TRIP, LIBRARY	10:45 AM - 12:15 PM
FEBRUARY 23,	FIELD TRIP, SITE VISIT BROWN SCHOOL (YOUTH EDUCATORS)	9:30 AM - 10:30 AM
FEBRUARY 26,	BIRTHDAY CELEBRATION	1:30 PM - 2:30 PM
MARCH 6,	WORKSHOP, PARENTS GROUP I - CENTER	9:15 AM - 11:00 AM
MARCH 19,	BIRTHDAY CELEBRATION (PRESCHOOL) CENTER	11:00 AM - 12:00 PM
MARCH 21,	FIELD TRIP, LIBRARY PRESCHOOL AND YOUTH EDUCATORS	10:45 AM - 12:15 PM
MARCH 29,	FIELD TRIP, SITE VISIT (YOUTH EDUCATORS) LA PETITE ACADEMY HARVEY, ILLINOIS	9:00 AM - 1:30 PM NO SCHOOL FOR SMALL CHILDREN
APRIL 2,	PARENT WORKSHOP GROUP II - CENTER	9:15 AM - 11:00 AM
APRIL 9,	PUPPET SHOW, PRESCHOOL CHILDREN - CENTER	12:00 PM - 1:00 PM
APRIL 19,	SPRING AND EASTER SHOW, GARFIELD & LINCOLN PARK CONSERVATORIES	11:45 AM - 1:15 PM
MAY 8,	PARENT WORKSHOP GROUP III - CENTER	9:15 AM - 11:00 AM

MAY 16,	FIELD TRIP, LIBRARY PRESCHOOL CHILDREN AND YOUTH EDUCATORS	10:45 AM - 12:00 PM
MAY 21 to 25,	ART EXHIBITS CENTER	11:00 AM - 12:00 PM
MAY 31,	FIELD TRIP, LITTLE RED SCHOOL HOUSE - NATURE CENTER	9:00 AM - 1:30 PM
JUNE 1,	LUNCHEON, PARENT - TEEN CENTER	12:00 PM - 2:00 PM (NO SCHOOL FOR SMALL CHILDREN)
JUNE 7,	FIELD TRIP, BROOKFIELD ZOO	9:00 AM - 1:30 PM
JUNE 8,	GRADUATION, PRESCHOOL CHILDREN.	11:00 AM - 12:00 PM

SCHOOL CLOSE JUNE 8, 1973 - 1:00 PM.

SCHOOL WILL BE CLOSED FOR THE FOLLOWING HOLIDAYS:

FEBRUARY 12, 1973 - LINCOLN'S BIRTHDAY
FEBRUARY 19, 1973 - WASHINGTON'S BIRTHDAY
APRIL 20, 1973 - GOOD FRIDAY
MAY 28, 1973 - MEMORIAL DAY

Parent participation--Although there had been an arrangement planned in the original program design by which parents would remain with their children in the Center and learn from the examples set by the student teachers, this aspect of the program was not implemented because it was found to be impractical. With the limited space provided for the project, it would have been impossible to accommodate all parents daily. parents in this situation would feel useless and in the way, thus discouraging their participation.

Second year parent participation: A program for the parent participants was carefully planned by the parents and Mrs. Parkman. Parents were invited to the Center to help plan for their involvement. The following list of activities was decided by parents and teacher:

1. Series of workshops for parents.

2. Accompanying children to the public library and assisting teacher librarian with activities.

3. Supervising children on field trips.

4. Observe and assist with activities in the Center.

5. Plan and carry out social functions in the Center.

6. Take part in in-service training with youth teachers.

7. Attend parent-teacher meetings each month.

The parents were able to sign up for any of the activities during the month at their convience. The program was designed so all parents would have an opportunity, during each month, to participate in some or all activities. The parents were free to spend as much time as they liked in the project, but each parent was required to spend five hours each month in the project. It was a rule that no more than five parents could participate at one time unless a special event or teacher-parent meeting were taking place.

Three parents were selected by the parents as parent leaders. These leaders were responsible for keeping all parents informed of their responsibilities to the project and of any information concerning the project.

Mrs. Parkman conducted workshops with parents using a kit developed by David Pushaw, Teaching Your Child to Talk (Standard Publishing Co.) which included filmstrips, slides, tapes, teaching manual, and a paperback book for parents.

An aspect of the project design which did not fully materialize, but which was implemented to some degree as part of Dr. Slaughter's parent education program, was the Toy Library. This device gave parents the opportunity to borrow teaching toys from the Center and observe at home how their children used them and learned from them.

Mrs. Parkman and the students planned "homework" assignments for parents to teach their children at home some of the educational activities performed at the Center. Parents conferred informally with students about their children's work.

In January, 1971, Dr. Slaughter, Mrs. Parkman and Miss Stitt selected nine parents to participate in a series of seven weekly discussions at the Center. There Dr. Slaughter and Miss Stitt explored with the parents ways in which the parents might observe how their children develop language and reading readiness. Both parents and teachers expressed a great deal of satisfaction with the program. A detailed report of the parent education program was contained in Dr. Slaughter's evaluation report as follows:

> ### Parent Education
>
> Parent education sessions formally began on February 18, 1972, and continued until April 21, 1972. Seven sessions were held with parents over this 10-week interval. Sessions were not held on March 10th due to a national conference of the Sears Foundation project in San Antonio, attended by both the principal investigator and the graduate student at the expense of Sears, March 31st (Good Friday), and April 14th (the principal investigator presented a research paper on the Evanston follow-up study at the University of California Berkeley Child Study Center). All sessions were held from 10:30 to 12 on Friday mornings; they were a regular part of the life of the Center during this period.
>
> In January, 1972, nine mothers were selected by the Center director and the principal investigator for participation in the parent program. Each woman was the female primarily responsible for the daily care of her preschool child; the

women ranged in age from 15 to 65, though most were between 25 to 30; all were from the surrounding ecologically deprived community on the Westside. The twelve children (8 girls; 4 boys) of these nine women were 3-4 years of age. During the latter part of January and early February, the children were observed by both the graduate student and the principal investigator; we wanted to know the children of the mothers with whom we would be working, particularly in terms of their typical behavior patterns in the preschool center.

The wide age range was thought desirable, relative to the mothers, in this exploratory period: we wished to know who would be most amenable and responsive to a short-term program, particularly when considerations as to the merits of long-term experience with children versus greater receptivity to new ideas and experiences are counter-balanced. Other than participation on a volunteer basis, this was the only criterion for entry into the group.

The center director fully supported the pilot program through her clear expectations that mothers should attend, and incorporation of the parent program into the routine life of the center. There were both attrition and irregular attendance; it is thought that at least a good part of this was due to the extremely small size of the room (the director's office) which was available for the sessions (teens and children worked in the only other large room). At the conclusion of the seven sessions, five of the nine mothers were in attendance.

Every session was pre-planned and discussed at length by the principal investigator and the graduate student, and also evaluated upon its conclusion. All sessions were tape-recorded, and one (Session #3) was videotaped by the Chicago Board of Education on March 3, 1972. The principal investigator decided to introduce the program in the first session by suggesting that we would have a series of discussions relative to what it takes for young children to read.

The results of these sessions usually entailed a series of procedures as to what not to do in the future, as well as a deeper knowledge of what was useful in the context of group parent education. The outcome was considerable clarity in objectives, as well as some knowledge as to what would be necessary to achieve these objectives. We were, of course, better able to evaluate what is now available in the research literature as to parent education. The content of these sessions will be briefly summarized, and the findings placed in perspective relative to typical assumptions regarding parent education. Finally, this section will be concluded with a statement of current objectives, and the procedures envisioned as essential to realization of these objectives.

The Seven Parent Group Education Sessions

1. Session (1): This session aimed at (a) introduction of our roles (principal investigator and graduate student) as persons interested in having a series of informal discussions with parents as to some of the factors involved when children learn to read, and (b) introduction of the concept of development as change in behavior over time. (At this time, just the simpler idea of regular progression of behavioral change was introduced.) The idea of the complexity of the reading process was introduced by asking parents to "decode" a simple story for which the alphabet letters had been printed out in reverse order (eg. A=Z, B=Y, etc.). The concept of development was introduced through presentation and discussion of a particularly good Head Start film ("Jenny is a Good Thing."): the film is colorful and focuses upon the active learning process of children when they are doing something as "natural" as cooking and eating.

2. Session (2): At the conclusion of session (1), parents were asked to bring in drawings of children, preferably their own, at three different ages (3-4, 7-8, 10-11) for this session. The second session focused upon reinforcement of the concept of development, primarily through discussion and comparison of their children's drawings. The basic source material used here was Rhode Kellogg's book on children's art. Emphasis was upon the similarity of properties of attributes of children's drawings at the same ages, that is, the drawings of the children of the same age, but of different families, are more similar than the drawings of children in the same family, but of different ages. Parents also discussed the stories their children told to the drawings.

3. Session (3): This session focused upon (a) elucidation of the process of development from a structural, rather than a behavioral perspective, with the analogy drawn through the use of transmission of some information about

language development. A poem ("We Real Cool") by Gwendolyn Brooks, and a mother-child language protocol from Roger Brown's Social Psychology were used to illustrate the idea that a child may have complex thoughts without the coding system to express them. The second, logical focus in this session was, therefore, (b) introduction of the idea of the role of the mother as teacher to her child, in this instance as someone who by questioning and subtle directing helps her child to articulate what he thinks. A film on language development was also shown and discussed following presentation of these key ideas. This session was video-taped by the Chicago Board of Education; teens and Center staff also participated.

4. Session (4): The objective of this session was to get parents to focus attention on aspects of their children's behavior that they may not have noticed and/or articulated before. The video-tape (relevant parts) of a day in the Center which was available was shown and discussed. The assumption here was that part of the role of mother as teacher necessitates mother as observer.

5. Session (5): This session focused upon getting parents prepared for individual observation of their children's intellectual activities at home. Parents were invited to take Center materials home, to observe how their children played with them, and to question their children as to what they intended to do, preparatory to reporting on the structured observation in the next session. The materials which parents took home were a combination of those provided by the principal investigator and the Center director; all involved classificatory skills for manipulation and use. One kit, for example, was a paper doll representation of family members, and materials that might be in an apartment or home; the mother was to ask the child to sort the items any way he wished and to tell her a story about the sort.

6. Session (6): In this session, mothers spent a considerable amount of time discussing what had happened at home. This led to an informal discussion as to how they perceived their children's learning at home, and their own teaching styles in this same context. Two children came into our group and were observed directly by all mothers at this time; discussion proceeded around what they, as a group, had seen relative to the children's classificatory behaviors.

7. Session (7): This session primarily involved parents sharing their values relative to what young children are like, specifically as to how they play at home, etc., and what the goals of education should be. This definitely was not a natural point to conclude the sessions; the group had just (sessions 5 - 7) begun to coalesce, such that the "work" of the principal investigator and the graduate student was taken over by the group, per se. We had only committed ourselves initially to seven sessions, however, and there were other constraints on the principal investigator in terms of pressing responsibilities; this had to be the last session. Parents indicated their overall pleasure with the discussions at this session, and their pleasure with the Center in general.

Third year participation: Parents were organized into groups of threes. More than one group, however, may participate in a given activity.

Parent workshops were set up and included the teaching of the individual child by his or her parent. The parents checked materials out of the Center, took them home, and went over the material with their children on a daily basis. They returned the material at the end of the week. At this time they could talk with Mrs. Parkman about their successes and their problems. This process, in addition to having Weekly Readers for the parents to take home, enabled the parents to work with and help their children learn.

The teenagers were also invited to the parent workshops in groups of one, two or three. These groups matched the parent groups. The teens went over the materials with the parents and passed out the material after the parents understood how to use it (clay, paint, etc.).

JOHN MARSHALL CHILD DEVELOPMENT CENTER

PARENT WORKSHOP

GROUPS I - II - III

I. Select three nursery rhymes from the list below to teach your child during the five day workshop.

1. MISTRESS MARY, QUITE CONTRARY

   Mistress Mary,
   Quite Contrary
How does your garden grow?
   With silver bells,
   And cockleshells,
And pretty maids all in a row.

2. THIS LITTLE PIG WENT TO MARKET

This little pig went to market;
This little pig stayed at home;
This little pig had roast beef;
This little pig had none;
This little pig cried, "wee, "wee,
wee!" all the way home.

3. BAA, BAA, BLACK SHEEP

Baa, baa black sheep,
 Have you any wool?
Yes, sir, yes, sir, three bags full:
   One for my master,
   One for my dame,
But none for the little boy
   who cries in the lane

4. PUSSY-CAT, PUSSY-CAT

Pussy-cat, pussy-cat, where
have you been?
I've been to London to look at
the Queen.
Pussy-cat, pussy-cat, what did
you there?
I frightened a little mouse
under the chair.

5. JACK AND JILL

Jack and Jill went up the hill
To fetch a pail of water;
Jack fell down and broke his crown
And Jill came tumbling after.

6. EARLY TO BED

Early to bed, early to rise,
Makes a man healthy,
wealthy and wise.

7. MARCH WINDS

March winds and April showers
Bring May flowers.

8. GEORGIE PORGIE

Georgie Porgie, Pudding and pie
Kissed the girls and made them
cry; When the boys came out to
play, Georgie Porgie ran away.

3rd Day of Workshop at Home with child/ren

Simple Materials To Be Developed At Home with Child/ren.

1. Snapping frame
2. Frame for buttons
3. Frame for zipper
4. Frame for snaps
5. Muddling Dough
6. Modeling Dough
7. Sugar Dough

Procedures

1. For snapping and buttoning parents may use an old blouse or shirt not in use at home.

2. Old pants or an old jacket could be used for a zipper frame.

3. Muddling Dough

   Mix and Knead
   1 cup salt
   1 cup flour
   1/2 cup water

   Use more flour to avoid stickiness. Store in covered jar or wax paper in refrigerator.

4. Modeling Dough

   Mix together
   1 cup of salt
   1/2 cup cornstarch
   2/3 cup water

   Cook and stir constantly until mixture thickens. Remove from heat. Cool Kneal in coloring. Store in refrigerator.

5. Sugar Dough

Mix:

1 Tablespoon Water
2 Tablespoon Sugar
3 Tablespoon Flour
add vegetable coloring

Parents may use the lesson on dressing or the lesson on making clay.

4th Day of Workshop At Home With Child/ren

Parents may use the following materials

1. Independent practice work sheets.

   No. 5
   8
   12
   5

2. Teaching pictures

   - Health and cleanliness
   - Food and nutrition

3. Art supplies

   Crayons
   Art Paper
   Powder paints
   Beads to lace

Parents will read a bed time story daily.

Project personnel--The project personnel included a teacher-coordinator, a teacher-aide, and a consultant.

A teacher-coordinator, Mrs. Bessie Parkman, was primarily responsible for the project. Before entering this program she was a home economics teacher for the Chicago public schools. Since coming into the program Mrs. Parkman has been able to establish and maintain good rapport with the program participants.

During the past two years, Mrs. Parkman attended two Project ACT staff coordination meetings in Little Rock and San Antonio. She participated in a five day Human Development Program workshop on the Palomeres method at Park Forest, Illinois, and attended numerous meetings with the Sears-Roebuck Foundation and Board of Education administrators and with Dr. Diana Slaughter.

Mrs. Parkman served as a model to the students and parents as to how a teacher should behave. It was apparent that most of the students attempted to imitate the firm, forthright, and direct manner in which she presented instructions or directions. Children felt free to approach Mrs. Parkman to impart a message from home or to ask for a particular toy. She was responsible and affectionate with them.

The role description for teacher-coordinator was as follows:

1. Coordinate all in-school and community center aspects of the Child Development Demonstration Project.

2. Recruit students, parents, and children to participate in the project based on the criteria stated in the proposal.

3. Determine the quality of educational materials needed and initiate these orders.

4. Carry out regular classroom activities, including attendance for school credit, attendance for NYC payroll, preparation of daily lesson plan for high school students, parents, and children.

5. Plan and carry out a coordinated effort to maintain an attractive classroom and community center.

6. Responsible for keeping accurate inventory of materials, supplies, and loaned toys and books.

7. After determining curriculum needs, will order appropriate audio-visual materials.

8. Will make assessment of youth educators' interest motivation, and learning relative to their continued participation in the project. Also, will grade students on their work-related experience and classroom activity.

9. Cooperate with the evaluating team and consultant in the overall project.

10. Determine content of curriculum, including audio-visual, educational television, field trips, guest speakers, etc. for the benefit of the students.

11. Plan classroom activities for work-cooperative program.

12. Attend appropriate educational workshops, conferences, and meetings which relate to the content and objectives of the Child Development Demonstration Project.

The teacher-aide was Mrs. Willie Mae Washington who was the project's only teacher-aide. Her work consisted largely of preparing snacks and lunches for the children and of supervising teenagers who were assigned to kitchen and serving duties. (Menus were taken from the Head Start Nutrition booklets, Rainbow Series #3.) In the absence of the teacher-coordinator, however, Mrs. Washington proved herself to be an able substitute. The fact that her own son was enrolled in the program seemed to present no problems to her or the program. He appeared happy and content with all three of his student teachers. Mrs. Washington's assistance in helping to maintain good community relations and in finding a suitable facility for the program were invaluable.

Mrs. Washington appeared to be the recipient of more personal types of contacts from children and students. Her contacts with the students were friendly and relaxed and they seemed to respect her maturity and judgment.

There was no role description for the teacher-aide.

The consultant was Dr. Diana Slaughter, Assistant Professor of Education and Human Development at the University of Chicago. The role description for this position follows:

1. Advise the Sears-Roebuck Foundation and the Chicago Board of Education about the project; how well it is proceeding, and recommended any changes needed to meet the objectives.

2. Give up to twenty (20) consultation days over a ten month period. These days could include the use of a graduate student who is presently a doctoral candidate at the University of Chicago. Consultation will be given in the following areas:

    a. In-service training.

    b. Observations of teacher-coordinator, teacher-aide, youth educators, parents and children.

    c. Evaluate the sequence of the curriculum and make suggestions to supplement present resource material.

3. Determine what areas, if any, require in-service training and plan appropriate program to meet these needs.

4. Observe the program in action to make an assessment and suggestions for improving the quality of the educational experience for the coordinator, teacher-aide, youth educators, parents, and children.

5. Analyze and make suggestions to improve the content of the curriculum.

6. Because of the isolation which exists on the part of the teacher (the only teacher at John Marshall High School who is participating in an experimental early childhood development program), the consultant will be available to answer questions on curriculum, to update the teacher about the most recent knowledge

that has been developed in early childhood education, as well as reinforce and uplift the spirit of the teacher. This will be done by personal visitation and, in case of need, by telephone.

There was a role description for the supervisor of Project ACT. This description is included although the position was not filled:

1. Act as liaison between the Chicago Board of Education and the Child Development Demonstration Project.
2. To interpret the goals as well as the progress of the project to the administration on all levels.
3. To keep project manager of the Sears-Roebuck Foundation advised of any procedural problems or situations which will prevent the project from functioning at peak effectiveness.
4. Will provide a variety of consulting services, which could include resources in early childhood development, in-service teacher education materials, general education materials, as well as making arrangements for field trips, etc.
5. As a home economics supervisor, will expedite purchase orders for materials and other items to insure receiving the ordered items as quickly as possible.
6. Explore with educational television and audio-visual library center programs which have been produced which would be appropriate for use in the Child Development Demonstration Project.

D. Facilities

The John Marshall Child Development Center was housed in the Albany Youth Center approximately one block east of the John Marshall High School. There are approximately 1,145 square feet of classroom space in the Center. Approximately half of the floor space was unencumbered. The same room was used for activities, lunch and napping.

Equipment was flexible and movable. Chairs were light enough for children to move and tables were easily moved by teachers. Tables usually accommodated four children and two teachers. The tables were hexagonal in shape when placed together. One was rectangular and two were square.

Most toy storage units were available to the children with shelves for items used daily being open. These shelves folded together and locked when not in use. Books were displayed.

Chairs, tables, toys, games, pictures, display materials, and toilets all were child sized.

The acoustics were very good and noise was not a problem. The recessed overhead lighting was good, although there was less than 12% natural light. The bathroom was located in the hall adjacent to the classroom with four toilets and two basins. The approximate ratio was one toilet per six children and one sink per twelve children.

Outdoor and indoor areas were close enough to allow simultaneous play but the outdoor area was difficult to supervise and was not accessible from the inside. One door, which was kept locked, separates the two areas and was the only means of observation. The playground was protected from the hazards of street traffic and older youngsters were not allowed on the playground when the preschool personnel were using it.

The playground area was an asphalt-surfaced area containing an adult size basketball hoop. Childrens' outdoor toys were stored in the Center and taken out at the time of play. This equipment included primarily tricycles, a rocking boat, doll carriages, and large balls. The equipment and structures were safe and durable although not abstract or neutral.

E. Decision-Making Processes and Administration

Mrs. Parkman, program director of Chicago Project ACT, was responsible for the daily operation of the program. All funds came from the Sears Roebuck Foundation, but personnel, in the finance office of the Board of Education handled the funds directly. A petty cash budget was used on a daily basis and was handled through the secretary at Marshall High School. In addition, an account is set up at the Sears Bank, the closest bank to the school. If extra money was necessary, a requisition was completed and Mrs. Parkman was reimbursed from the Board of Education finance office.

Mrs. Parkman noted that she planned the third year budget. She, along with Mrs. Howard, planned the second year budget. These budgets had to be approved by Mr. Quinn. The first year's budget was planned before Mrs. Parkman joined the program.

Mrs. Parkman stated that as far as making policy decisions, she remained within the quidelines of the Board of Education. Before books or materials could be ordered or curriculum decisions made, the Board of Education had to approve.

As with any bureaucratic organization, there are divisions and subdivisions. SSRI staff were shown the organizational chart, but were told an explanation and the chart would be forwarded. Unfortunately, neither item has been received. It is clear, however, that Mrs. Parkman was free to make daily decisions about the Center, but the policy decisions were made at a different level.

F. Staff Assessment

The common observer and SSRI project director made a site visit to Chicago on May 7th and 8th, 1973. During this period they met with and interviewed Mrs. Bessie Parkman, the project director, in addition to other persons involved in the program. The program director's post-program assessment is based on the information obtained through this particular interview with her.

Mrs. Parkman reported that the program objectives had been met. The objective concerning parent involvement and education, as first stated in the proposal, had not been met. She stated that the facilities were not adequate to hold children, teens, and parents of children every day. For that reason, they decided to work with the parents on a weekly basis having no more than five parents in at one time.

Parent participation has increased, however, during the third year. Parents were divided into three groups and in some of the groups there were six and even nine or more parents. This technique worked out well according to Mrs. Parkman.

Mrs. Parkman stated that there was a shortage of reading material for the parents. There will be an effort made to resolve this difficulty during the next year, however. Mrs. Parkman noted further that there was a handicap in regard to space. With additional space, parents possibly could come in to read, to browse, and to look around. She reported also a space shortage for maintaining materials in the center.

Mrs. Parkman indicated that the key in working with the children was getting the parents interested. She said that this had been a very strong part of their program during the third year.

Mrs. Parkman stated that there were no changes in the program so far as the teens and preschool children were concerned. There was little attrition in the third year of the program. Two girls left the program to attend the Family Living Center (for pregnant adolescents). One girl returning from the Family Living Center joined the program approximately six weeks prior to the end of school. An additional girl, still included in the program because she had not been dropped by the school, apparently had left. Out of twenty-seven students only two were dropped from the program. There had been some attrition among preschool children also. Three children moved and two left. These children were not replaced so there were only twenty-five children in the program at the time of the interview. The children were not replaced because Mrs. Parkman found such changes caused problems with the parents. They became angry if their child was not called even though another child's name was first on the waiting list.

Mrs. Parkman stated that the community views the program favorably. Members of the community have made favorable comments and have given support in the form of Christmas and Easter baskets and materials needed for special programs, such as tables, etc. Community groups and organizations are not involved, however, with the project although the project did work closely with the PTA at Marshall High School and Woodside Boosters Club. In addition, Mrs. Parkman calls on some of the preschools occasionally to see if the teens might observe. These visits occur approximately once a month.

Advertisements, prepared infrequently by the program, have been used to inform the community about the program. In addition, luncheons and teas are attended sometimes and radio stations have made announcements as well as the District (school) Newsletter.

Support from several outside organizations had been sought actively. The Martin Luther King Center was asked for help in securing a mental health program for enrolled children if the project staff felt this type of service was needed. The clinic has provided the children with physical and dental examinations.

Mrs. Parkman did not know if there were other programs in the area similar to Project ACT although she thought that there was a similar program in one of the suburbs.

Interest among adolescents for the program may be demonstrated by a waiting list of approximately 60 applications on file for program participation. Applications continued to be completed. There also was a long waiting list for children.

Mrs. Parkman indicated that no provisions had been made previously for in-service training of staff. This training will be conducted during the summer of 1973 since Mr. Portee has agreed to try to find someone within the Board of Education to work with the staff during this period. Mrs. Parkman reported that she has had in-service training with Dr. Slaughter, the project consultant, and members of the Board of Education for one or two days but the planned meetings for this summer should be two or three weeks in duration in addition to seminars throughout the year for Mrs. Washington and herself.

According to Mrs. Parkman, discussions between the teacher (herself) and the adolescents were free, allowing all types of questions to be asked. She reported that her door was open to them if they would like to discuss family problems or any other matters.

A good relationship between the adolescents and the young children was reported. Apparently three children had discipline problems but otherwise everything went well. Mrs. Parkman noted additionally that some of the teens have problems with their own parents but these are not major ones.

The Chicago Project ACT presented early childhood information through lectures, reading materials, and outside speakers who came and talked with the teens. Information on parenting skills was presented through the materials and through the skills used in working with children.

Mrs. Parkman stated that some of the program teens participated in early education programs at the teen center and some had been camp counselors. This work had been helpful to the teens because they had been able to use some of the material and information gained through the program. Many of the teens participated also in church-related activities involving children. During the 1972 summer two girls in the program worked in preschool projects.

In order to inform the teens about job and career opportunities for the present and future, Mrs. Parkman maintained a list of different job opportunities in the community. She received newsletters from different organizations and placed the notices on the bulletin board for the teens to look through. The daily bulletin at the school listed job opportunities in all areas, including early childhood education. Mrs. Parkman attended different meetings and informed the teens of opportunities as she heard about them through these meetings as well as opportunities reported by Dr. Slaughter. Mrs. Parkman stated that Dr. Slaughter had talked to the teens about related careers as had some of the teachers from Marshall High School. People outside the school had not been invited because the funds for this aspect were eliminated.

Mrs. Parkman stated that she had observed increased pleasure in caretaking and nurturing among the teens, primarily in their closeness to the children--sometimes a pat on the head, a hug, etc. She noted, also, that she doesn't have any real opportunity to observe caretaking or nurturing of the parents with their children so she could not assess this effect. Increased parenting skills were observed among the adolescents.

These students have even discussed the changes they have noticed in their attitudes and within themselves.

Changes in the parenting skills of the parents of children were noticed also. Mrs. Parkman stated that they had learned more about their children, what they could and could not do, and how to work with them. This was brought about primarily by sending the materials home for the parents to work with the children.

When asked what aspect of the program she had enjoyed most, Mrs. Parkman stated that she enjoyed the teens and the children and the cooperation of the parents. She indicated that she did not have much contact with the parents of teens although she had had them in the center on one occasion.

The aspect of the program which caused most difficulty was the feeling of being short of staff members and the constant bother of running to and from Marshall High (teaching there, running to the kindergarten at the center). In addition, she noted that the burden on her shoulders was quite heavy--in addition to teaching the teens and operating the kindergarten, Mrs. Parkman is responsible for making up the menus for the kindergarten meals and doing the shopping.

The strongest aspects of the program, according to Mrs. Parkman, were the cooperation of the teenagers and the entire staff (including Dr. Slaughter and Mr. Quinn). The weakest aspect was that the program did not have sufficient staff members. In addition, she felt that more work was necessary to develop the advisory committee.

When asked what she would do differently if she could begin again, Mrs. Parkman stated that she would set up the program and get needed materials at the beginning. She would never again start a program with her bare hands--no staff, no materials, no facility, "no nothing".

Teacher-aide

Mrs. Washington, the teacher-aide, saw her role as doing what the teacher tells her to do--enrollment, attendance, keeping medical records, and filling in when the teacher is absent. She stated that the program objectives were:

(1) preparing young children for kindergarten;

(2) providing a teaching and learning experience for parents;

(3) providing a teaching and learning experience for teens.

She felt these objectives were being met. Improvements had been observed both in children and teens. Teens learned not to force children and children learned to adjust better to different situations. The children participate with others and talk with the teens. The childrens' parents help them and generally enjoy participating in the program.

Mrs. Washington reported that the major program strengths were:

(1) it helps children develop socially;

(2) it helps teens;

(3) it puts children in programs where they can learn.

She did not see any weaknesses in the program.

When asked what she enjoyed most about her job, Mrs. Washington said that she enjoyed watching the children. She liked least having to get up to go to work. She felt that she had had adequate supervision, support, and in-service training. She would like more education in child development, and plans to begin attending evening classes at Malcolm X College in September (a community college). She felt also that she had had adequate supplies during the second and third years, although not the first year.

When asked what changes would she make if she could change the program, Mrs. Washington indicated only more playground equipment.

LITTLE ROCK, ARKANSAS

The Little Rock, Arkansas, Project ACT was funded by the Office of Child Development for the fall of 1970 and operated under the auspices of the Little Rock School District of Pulaski County, Arkansas. This program has high school seniors working with kindergarten children only. In Little Rock there were the following general and specific objectives:

General:

1. Awareness of and concern about preparation for parenthood--prenatal development, care, and delivery--and a realization that parenthood is something that must be taken seriously.
2. Knowledge of predictable growth patterns of the young child in physical, social, emotional, and intellectual development.
3. General knowledge of principles of human behavior and of specific approaches to patterns of daily living so as to be more effective in their relationships with their families at present and their own children and spouses later in life.
4. Awareness of the importance of early education in home and school and an understanding of values of kindergarten experience.
5. Knowledge and appreciation of the contributions of agencies concerned with the welfare of young children.

Specific:

1. An increase in knowledge about and preparation for parenthood by several hundred students.
2. Participation in an on-the-job-training program (Industrial Cooperative Training) which will provide employment for a limited number of students.
3. Participation in a job placement program which will improve employment opportunities in the child-care field for high school graduates.

PROGRAM DESCRIPTION AND ASSESSMENT

The following program description was prepared primarily by Mrs. Grace Dupree, Project Director of the Little Rock Project ACT. Some additions and revisions have been made by SSRI staff based on the third year information. There was no local observer to assist Mrs. Dupree in Little Rock at the time her description was written.

A. Contextual Component

Application was made by the Little Rock School District of Pulaski County, Arkansas, in June, 1970, for a Child Welfare Research grant under Title IV, Section 512, of the Social Security Act as Amended, to finance Project ACT. Notice of the grant awarded by the Office of Child Development, Washington, D.C., was received on July 1, 1970 for the school year 1970-1971. Subsequent funding was provided for the school year 1971-1972 and continued through June 30, 1973.

The original grant included evaluation research on three project components: one in Chicago, Illinois, and another in San Antonio, Texas, both funded by the Sears-Roebuck Foundation, and the third in Little Rock, Arkansas, funded by the Office of Child Development. This provision, however, was dropped after the first year at which time an outside research firm was asked to conduct this function.

The original proposal centered around an on-going program within the Home Economics Department of the Little Rock Public Schools. The school district has consistently encouraged and promoted the teaching of various phases of Home Economics to both boys and girls in all secondary schools and has provided facilities and personnel for such programs. Until 1969 state law prohibited the expenditure of public school funds for any form of pre-school education. The Little Rock Public Schools maintained, on a tuition basis, for some 30 years a private nursery school and kindergarten at Central High, the city's largest high school. Little Rock was one of the first three cities in America to institute such a program. The purpose of the kindergarten within the high school was to provide a laboratory in which high school students of Child Development and Home Management might observe, study, and work directly with young children. In recent years, the program has been expanded to two new high schools and again the course offerings have been received enthusiastically both by boys and girls. Over the years, several attempts had been made to open a similar program at Horace Mann High School, Little Rock's third largest high school which was, until recently, all black. The necessity to charge tuition and the inconvenience associated with a half-day program made this untenable in a low-income area. The students in this third largest high school, therefore, had been deprived of much needed training and experience and the opportunity to observe young children in a situation offering supportive supervision.

The same circumstances--tuition charges and only a half-day program--forced the closing of the original kindergarten at Central High School at the end of the 1968-1969 school year. The closing of this facility was a real loss to the community, not only because of its historic significance but also because many of the students attending this particular school do not go on to college but move rather quickly into marriage and parenthood. Financial aid permitted reopening the original kindergarten at Central High School and the establishment of an entirely new one at Horace Mann High School.

These two kindergarten programs, existing on a tuition-free basis and open all day every school day in order to provide full day care for working parents, served 40 children and their parents. The program also provided valuable learning experiences for approximately 400 high school seniors, many of whom were economically and culturally disadvantaged and some of whom were already attempting to fill the demanding roles of husband, wife, and parent.

In compliance with a Federal Court order issued in late July, 1971, Little Rock public schools adopted a reorganization plan for secondary schools. This plan stipulated that Horace Mann High School would become a racially balanced junior high school, making it necessary for students to be transported by bus from different areas of the city. Increased enrollment necessitated use of all classroom space for the regular curriculum. This fact, plus time limitation and personnel changes, made it impractical to attempt the adoption of the Project ACT program to junior level. The decision was made, therefore, to move the program from Horace Mann to Central High School where many former Mann students were enrolled, where adequate facilities were available, and where other factors were more favorable to the achievement of major goals of Project ACT. The operation of two kindergartens in one school doubled the opportunities for high school students to observe and to interact with children, thus strengthening learning experiences.

B. Conceptual Component

Basic to most home economics programs in secondary schools today is some type of course centered around human development. Whether the course is called Adult Living, Family Living, Personality Development, Family Life Education, or Marriage and Family Relationships, it usually incorporates concepts from anthropology, biology, education, psychology, and sociology, and is highly relevant to the educational needs of youth. The inclusion of such a course represents an acknowledgement that schools must do their part to attempt to provide youth with opportunities for learning about human development and to offer guidance in the formation of a scale of personal values and a sense of direction.

This particular kind of classroom experience is urgently needed at a time when young people, on the threshold of adulthood, are making crucial personal decisions and alliances which will affect the well-being of themselves and others during the remainder of their lives. They desperately need a sharp insight into human behavior and some understanding of how to cope with their own emotions and with those of others. Through the use of carefully chosen materials and discussion with members of a peer group, they may be helped to internalize knowledge concerning their own sexuality or role identity, thus enabling them to relate more successfully to their associates.

In classroom situations, students have an opportunity to explore case histories which encourage the individual to play a role or immerse himself in a problem which causes him to look within himself for reasons underlying his convictions and behavior. In this way, he may become "involved" without getting hurt or making serious mistakes: he has a chance to look, listen and think before he is faced with a similar circumstance in real life. He may learn to think through personal problems rather than to act impulsively, to make choices rather than to jump at the first opportunity--whether it concerns the purchase of needed items or the choice of a marriage partner. It is hoped that he will gain an awareness that each individual retains some control over his future.

When a course of study includes learning about children--from problems of pregnancy to practices of child rearing--these young people will, hopefully, learn how to become better parents, thus contributing to the improvement of individual and family life in another generation.

If, in the study of child development, young people have the opportunity to observe children and to interact with them, they develop understanding, confidence, and skills that will enrich their lives and those of the children as well. The study of child development presents a method of understanding one's self from a more objective viewpoint.

Some students in these courses develop aptitudes, knowledge, and skills which help to prepare them for a vocation or career in a rapidly growing field of employment. Some gain understandings which will encourage them to participate in community development projects in adult life.

Of specific significance are boys who enroll in this type of course. They not only give the children a chance to associate with young men and gain concepts of the male image, but because of their knowledge of sports, music, mechanics, or various hobbies, they may also offer valuable assistance in some aspects of the kindergarten or nursery school program. Of great importance is the teenage male's opportunity to experience pleasure in interacting with young children.

This, then, is the rationale for operating a kindergarten or other early childhood education program within the high school, staffed with qualified teachers who are skilled in working with young children and with adolescents.

The specific rationale for operating a course in child development is given in the following outline:

Child Development

General Objectives

1. To learn more about human development in general through study, through observation, and by working with children in the kindergarten laboratory.

2. To develop skills in working with young children:
    a. for parenting,
    b. for a career, and
    c. to provide a foundation for future study

Specific Objectives:

1. To develop techniques for guiding and directing young children in a positive manner.

2. To learn modeling behavior appropriate for young children.

3. To develop observation skills.

4. To learn through observation how children:
    a. master physical tasks
    b. react to frustration
    c. respond to pleasure
    d. resolve learning problems
    e. function as individuals and in groups.

5. To learn how to plan and direct learning activities for children.

6. To develop effective responses for working with adults and children:
    a. self-control
    b. initiative
    c. cooperation
    d. concern
    e. awareness.

The specific rationale for devoting a section of the adult living course to child development is detailed in the following outline:

Human Development and the Family
Child Development

Objectives

To better understand all human development through the study of children.

To learn some general and specific approaches to the guidance of young children so we may be more effective in relationships with children and family.

To learn that discipline involves teaching socially acceptable behavior (not just rewards and punishment) and the value in early childhood as a foundation for self-control and mature bahavior in later life.

To be aware of and concerned about preparation for parenthood--prenatal development, care, and delivery.

To develop an understanding of the rapid development taking place during a baby's first year--physically, emotionally, socially, and intellectually.

To gain knowledge and appreciation for agencies concerned with the welfare of young children.

To gain a knowledge of predictable growth patterns of the pre-school child (from first to sixth) in physical, social (personality traits), emotional (development of self-control), and intellectual (speech and cognition) development.

To be aware of the importance of pre-school education and develop some understanding of good nursery and kindergarten experiences.

To learn the importance of a good base on which to develop each period of life and recognize that life should be a contribution of development.

This is an important "real life" component of the curriculum in home economics at Little Rock Central High School where approximately 350 seniors from a study universe of 2,000 are privileged to learn about many facets of human development.

C. Programmatic Component

A major feature of the project was the operation of two kindergarten centers in facilities located on the ground floor of Central High School. In this phase of the program, the five-year olds participated in a well-organized, full-day kindergarten regimen, including carefully planned learning activities, a hot lunch, snacks of milk or juice at mid-morning and mid-afternoon, rest period, and outdoor play.

These activities occurred in a setting in which furniture, equipment, and toys were carefully chosen to meet the needs of five-year old child. The type of program involved a balance of teacher-initiated activities and child-initiated activities. Carefully articulated objectives for the children served as guidelines for the organization of the teaching activities and the utilization of educational materials and equipment.

Special services provided free for children in the program included dental check-up, screening and follow-up for sight and hearing defects, and measles inoculation. These services were a part of the regular public school health and physical fitness program and were extended to include kindergartens within the school district. A registered nurse was on duty each school day.

Utilities and routine janitor services were supplied by the school district.

Regular inservice meetings for teachers were held once a month and others were scheduled as needed.

A one-week summer workshop for teachers of kindergarten and Adult Living students provided opportunity for work on curriculum, teaching aids, and resource materials, and for exchange of ideas.

The project director made frequent visits (one or more a week) to the project site and to classes in Adult Living for the purposes of observing and for holding informal conferences with teachers, teacher aides, and teens at their convenience. No regular stated visits were scheduled but all personnel were encouraged to request assistance or conferences whenever desired.

Attendance of kindergarten children was delayed two weeks after regular school opening to permit kindergarten teachers to conduct a program of orientation and training for teacher aides and student assistants.

The kindergarten teachers conducted regular classes for senior students who elected to enroll in the child development course. These teens spent one hour each day as laboratory assistants and had one hour each day in a theory-workshop situation. They received two units of high school credit. This was a change from the year two's operation. During the first year students participated only in the kindergarten as laboratory assistants. They had no time outside kindergarten in a theory-workshop situation. The second year students met one hour per week in the theory-workshop situation in addition to the hour spent in the kindergarten each day. Both first-and-second year students received one unit of high school credit.

The period in the kindergarten was devoted to observing, assisting the teacher in teaching-learning activities, and interacting with the children on a one-to-one basis,in small groups or in large groups. The classroom period was a seminar in which assigned readings and experiences were discussed to bridge the gap between practice and theory.

Senior students, boys and girls, also could elect to participate in the Adult Living course, a non-laboratory family living class. The course explored five areas of home economics: (1) human development, (2) foods and nutrition, (3) clothing selection and consumer education, (4) housing, and (5) management (family finances). Child development was a part of the human development section.

The child development information for these students occurred in two phases: (1) general classroom discussion and (2) kindergarten observations. The first year adult living students visited the kindergarten only once during the year. The second year the students were required to observe in the kindergarten three times during the year. The first time they observed,the teacher and the physical environment of the kindergarten,were important. The second time they had a demonstration by the kindergarten teachers. They were shown how to teach a specific aspect of learning: intellectual development. They were then given a day to visit the kindergarten again to work with a specific child. The student could go any place on campus with the child and teach the child in whatever manner he or she felt best. The third year adult living students visited the kindergarten three times. The kindergarten-child development teachers lectured and answered questions in the adult living classes before the observations began. In addition to the three visits the students had a project of working with children either in the kindergarten or in the community.

The Project director and teachers worked constantly on improving the curriculum for the programs. The curricula for the third year are presented in Appendix. Manuals for observation and participation in the kindergarten for Adult Living Students may also be found in the same appendix.

The project personnel included a project director, kindergarten teachers, teacher-aides, teens, and a secretary.

A project director, who also serves as supervisor of Home Economics in other secondary schools employing a total of 27 teachers,was essential. Fifty percent of her time was devoted to project-related activities and fifty percent to other supervisory duties.

There were two kindergarten teachers each of whom must hold the minimum of a bachelor's degree in Home Economics and be certified in early childhood education. The two kindergarten teachers were required also to teach Adult Living courses the first two years of the program. This was changed in the third year to enable the teachers to spend their time in the kindergarten and with the Child Development students.

Four adult teacher aides were involved to demonstrate a sincere interest in working with young children and teens and to possess other personal qualities acceptable to the project director and to the school director of personnel.

Eight teens were enrolled in the vocational education course, Industrial Cooperative Training, and were interested in training and employment in the field of early childhood education.

A secretary was assigned to the office of project director fifty percent of her time.

Other personnel involved in the program but not paid by the project grant included:

two high school teachers of the course in Adult Living; and

a minimum of 18 teens enrolled in Child Development classes who served as student assistants one hour each on a daily basis.

Mrs. Grace Dupree, who initiated the project proposal and served as director the first two years of project operation, decided on a voluntary retirement, effective July 1, 1972, in order to attend to personal and family interests.

She was succeeded by Mrs. Betty Pagan who returned to the District as a kindergarten teacher in the project at the beginning of the 1971-1972 school year. Mrs. Pagan held the Bachelor of Science and the Master of Science in Home Economics degrees from the University of Arkansas. She had earned 30 semester hours graduate work beyond the master's degree in child development and had 17 years of teaching experience in Home Economics and kindergarten in the Arkansas public schools. While on special leave from the Little Rock District for two years, she served as an assistant professor in early childhood education at the State College of Arkansas. She has served also as a supervisor of the Headstart summer program in Little Rock and was employed two summers in a teacher-training program at the University of West Virginia.

Replacement of Mrs. Pagan in the kindergarten by Miss Sears was the only personnel change for the third and final year of the program operation. There were changes during the first two years, however, Mrs. Pagan replaced Ms. Katherine Venable as kindergarten teacher for the second year. Two teacher-aides resigned and were replaced.

Participation by parents of kindergarten children and teens was sought in a number of ways, such as individual or small group conferences, kindergarten observation, volunteers for assistance in field trips or playground improvement, and in occassional home visits as needed. During the third year, the teachers sent letters to the parents asking them to spend a morning in the kindergarten. This was accomplished with 75 percent parent participation.

The Little Rock staff designed an information booklet containing information on special group participation, special events, and parent involvement. Space consideration did not allow its inclusion.

D. Facilities

The Little Rock Project ACT has been housed in three rooms on the ground floor of Central High School, 550 square feet each. Two of the three rooms were classrooms and the third room was an all purpose classroom used by both teachers and their classes. Total classroom space was 1,650 square feet.

One additional room, the bathroom, was 252 square feet. It was within the kindergarten area of the first floor directly off one of the classrooms. It was equipped with three child-sized toilets and four child-sized basins. Space was at a premium in the kindergarten. Good use, however, was made of all available space. Space was organized well.

Design and organization of space was very flexible. Furniture was movable and chairs were light enough for the children to move themselves. Tables were easily moved by teachers.

Each table accommodated four to five children. Some tables were round while others were the rectangular type that can be put together to make circles. Toy storage units were available to children. Shelves for items used daily (puzzles, games, balls, etc.) did not have doors. Books were displayed. Acoustics and lighting were good. The room was painted a warm yellow.

E. Decision-Making Processes and Administration

The director, in consultation with the teachers of the Little Rock Project ACT was the primary decision maker. She kept Mr. Fortenberry, Assistant Superintendent of Curriculum for the Little Rock Public Schools, informed about these decisions in terms of curriculum. When scheduling, building matters, and field trips, were involved, Mr. Hawkins, the Central High School principal, was consulted.

Policy was determined by the project proposal to which adherence was given. Project personnel have not deviated from the proposal although some adjustments have been made in the curriculum to enable them to meet better objectives.

The Office of Child Development made the Project ACT grant to the Little Rock School District who approved the budget. The project generally remained within that budget and submitted a written report to OCD annually.

The Business Office handled all school district money. Within the business office, however, Mr. Aldridge, Director of Federal Projects, handled federal project funds specifically.

When materials were needed for the Little Rock Project ACT, Mrs. Pagan filled out a requisition. Figure 2 shows the path of the requisition after leaving the project director. Figure 3 shows the administration hierarchy of the Little Rock Project ACT.

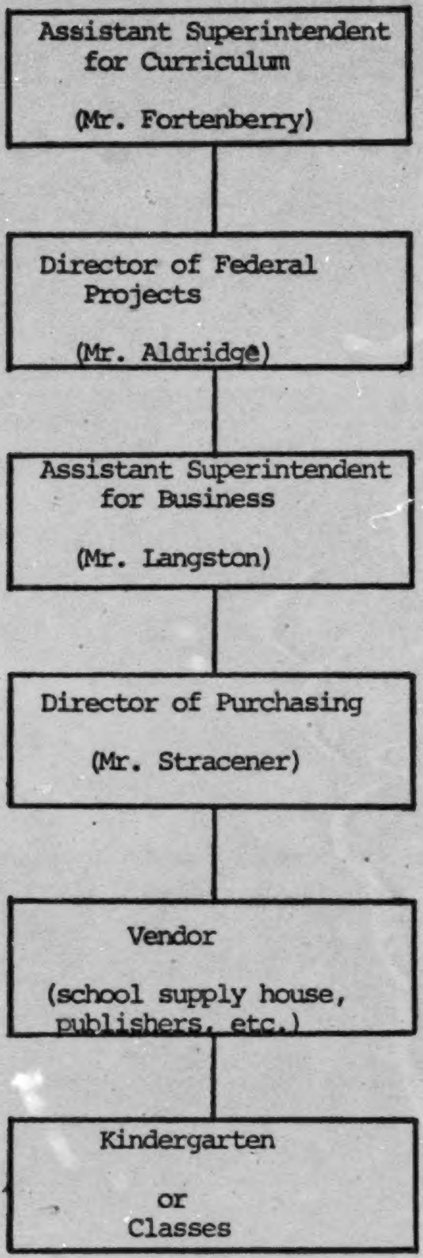

Assistant Superintendent for Curriculum
(Mr. Fortenberry)
Director of Federal Projects
(Mr. Aldridge)
Assistant Superintendent for Business
(Mr. Langston)
Director of Purchasing
(Mr. Stracener)
Vendor
(school supply house, publishers, etc.)
Kindergarten
or
Classes

Fig. 2.--The hierarchical path for requisitions.

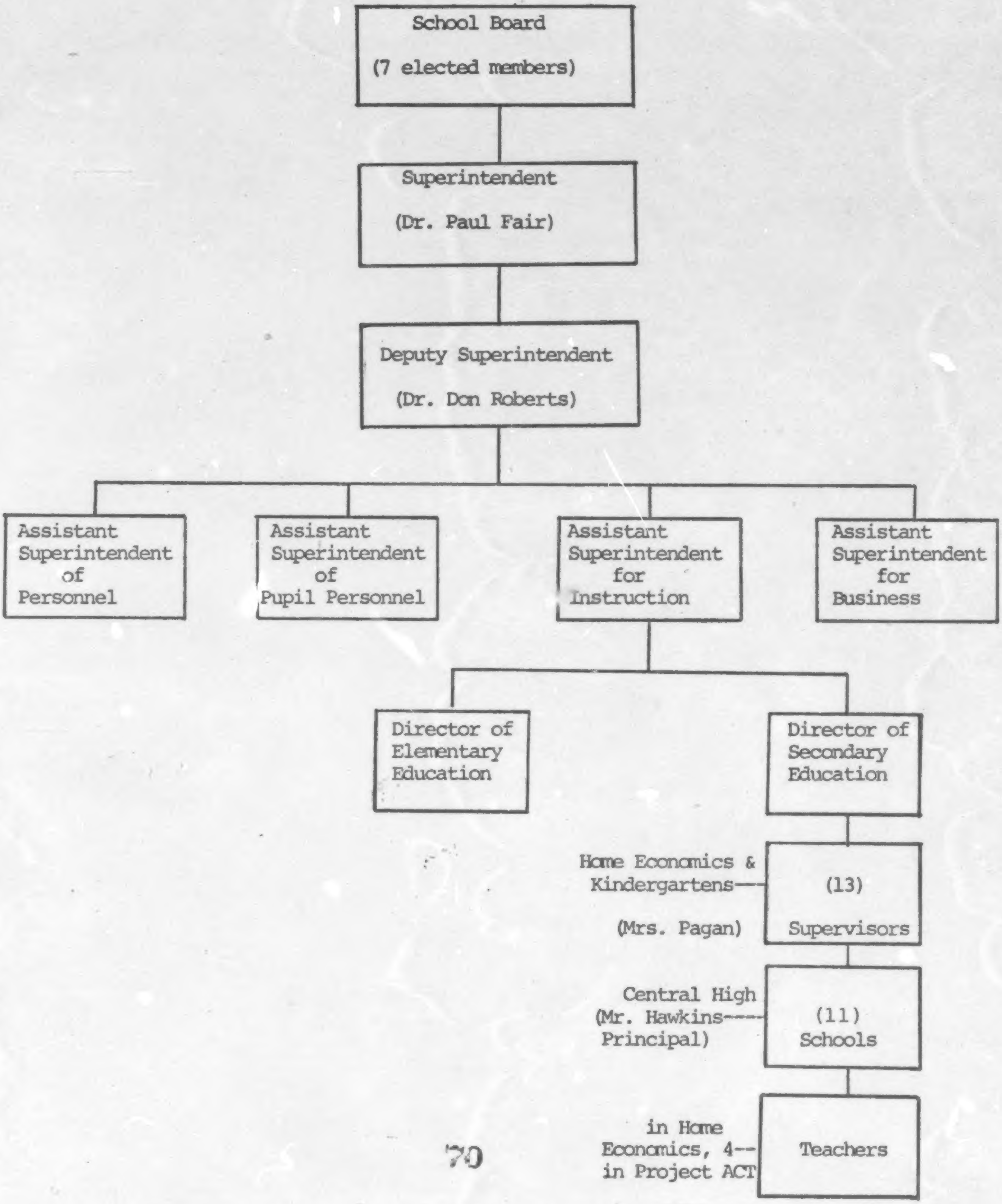

School Board
(7 elected members)
Superintendent
(Dr. Paul Fair)
Deputy Superintendent
(Dr. Don Roberts)
Assistant Superintendent of Personnel
Assistant Superintendent of Pupil Personnel
Assistant Superintendent for Instruction
Assistant Superintendent for Business
Director of Elementary Education
Director of Secondary Education
Home Economics & Kindergartens
(Mrs. Pagan)
(13) Supervisors
Central High (Mr. Hawkins Principal)
(11) Schools
in Home Economics, 4 in Project ACT
Teachers

Fig. 3.—The Administration hierarchy of the Little Rock Project ACT.

F. Project Director and Staff Assessments

The project director was interviewed in depth with a structured interview schedule. The common observer made a site visit to Little Rock on May 2 and 3, 1973. During this period, she met with and interviewed Mrs. Betty Pagan, the project director.

Mrs. Pagan stated that the program objectives were being met. She felt that the staff had come closer to meeting all objectives the third year than in previous years. She said that the job placement program is not as strong as they would like but that they are trying. The major problem, however, is that the state requires a person to be 21 years old before he or she can be left alone with children.

Mrs. Pagan stated that the community viewed the program in a very positive way. There had been numerous calls and visitors asking questions and wanting additional information about the program. Community groups and organizations outside the framework of the school were not involved with the project. School groups, including the parents were involved, however. Almost every department in the school was involved with the children.

Newspaper articles and an open house at the school cultural fair were used to inform the community about the program. Mrs. Pagan stated that support has been sought actively from outside organizations in that resource persons are asked to come in but they did not seek financial support because OCD and the educational department fulfilled their needs in that area.

The program received unsolicited publicity through various media. Newspaper articles were written and Mrs. Pagan delivered speeches on numerous occasions. A report was written in Dimensions, a Journal of the Southern Association on Children Under Six March,1973, on Motor development which came from Little Rock ACT's curriculum.

Mrs. Pagan stated that there were Child Development kindergarten programs on a smaller scale at two other high schools in the area. One of the schools used the ACT manual with Adult Living students. The other program will use the manual next year. These two schools differ from ACT in that the kindergarten teachers teach Adult Living in the afternoon. The child development students do not have a classroom period and there are no teacher aides.

The two schools with child development and adult living classes are like the other schools with just kindergarten in that they are half-day and pay programs. All of the programs are closely related to Project ACT because they are all under the Home Economics Department of the Little Rock public schools of which Betty Pagan is supervisor.

Mrs. Pagan stated that there was a waiting list for the program. Numerous teachers have applied as well as teens. There are so many teen applications that kindergarten teachers are having to interview teens wanting to participate. Mrs. Pagan noted that they could double easily the size of the program. There are already waiting lists at three high schools for kindergarten children.

Mrs. Pagan reported that there was almost no attrition. They lost one child during the year because the family moved out of town. There was no staff attrition.

Mrs. Pagan stated that all types of discussions take place and that questions can and are asked. The relationship between the teachers and the teens is very good. The relationship between the adolescents and the young children is very good also. When asked about the relationship between the adolescents and the parents of young children, Mrs. Pagan noted that all adolescents do not come in contact with parents. Some of the Adult Living Students, however, worked with the children outside school and were in contact with parents. Mrs. Pagan did not know the type of relationship between teens and their parents but she indicated that the teens said they have a better understanding of their parents.

Mrs. Pagan stated that a resource list of children's services had been made up to inform the teens about child-related job and career opportunities. The classes surveyed the places on the list one by one. They took field trips to some and had visitors come to the school to speak from others. The teens were encouraged actively to participate in ongoing community programs involving children. Many already teach Sunday school and baby-sit.

Mrs. Pagan observed increased pleasure in caretaking or nurturing among the adolescents. They were more aware of needs of children, spent more time with children, and were more aware of opportunities in child-related fields. Parents of children had also been observed to take increased pleasure in caretaking and nurturing. Through parent visitation she saw evidence of their concern. Most of the parents work but they took a day off to be in the kindergarten. There had been no opportunity to observe the parenting skills among the parents of children but the teens had increased their skills greatly. They handled discipline, routine, and order better and were willing and able to answer the children's questions.

The aspect of the Project that had given Mrs. Pagan the most difficulty was trying to find jobs for the teens. She noted, however, that the inability to find jobs in the area of child development had caused many of the teens to decide to go to college because they wanted to stay in the child-development area. Mrs. Pagan noted also that in previous years one of the major problems had been parent involvement. This area has been improved greatly. She enjoyed all of the program--all aspects gave her great satisfaction. She "loved every minute of it."

The three strongest aspects of the program according to Mrs. Pagan were:

(1) development of the child development curriculum content and course outline;

(2) development of a way to have more involvement with adult living students in kindergarten; and

(3) awareness of child development that has developed with the 10th and 11th graders and the whole school. "They don't have to wait until they are seniors to get involved."

Mrs. Pagan reported no weak aspects but if she had to name something she would say finding jobs for the teens and parent involvement were weak.

When asked if she would do anything differently if the program could begin again, Mrs. Pagan stated that she would have the third year first. She wishes that they could have progressed more the first and second year--that they could have had the knowledge of the third year from the very beginning.

Kindergarten teachers--The staff were interviewed with structured interviews during the visit by the common observer on May 23, 1973. Miss Sears, one of the kindergarten teachers, was not interviewed because of illness.

Mrs. Barksdale, a kindergarten and child development teacher, saw her role as: (1) organizing, planning and overseeing activities for children and supporting them when they needed help; (2) resource person with adult living classes; (3) model for teacher aides and teens; and (4) teacher of child development.

The major objectives, as seen by Mrs. Barksdale, were:

1. for teens to learn parenting skills and to get to know themselves better by seeing and interacting with children;
2. to get teens to understand child development and to let them know about careers in child development; and
3. to help children develop emotionally, socially, physically and mentally.

Mrs. Barksdale stated that the objectives were being met. She has seen a change in the teen's skills from day to day, and a change in their relationships with children and with each other. They handle problems with children better. Mrs. Barksdale has seen improvement in the teens' classwork. They understand child development concepts better. She noted also that most of the teens are going into child-related fields.

Mrs. Barksdale reported that the program has had a positive impact on the teens and on the children. Many teens have told her that they have learned patience and have "gotten themselves together." All of the children have improved and made progress. Parents have even indicated this fact. Some only children, who had not been with other children, learned to cooperate and get along with others.

The parents of young children also have been affected positively. They visited the kindergarten classes during April and May, and commented that they had learned more about their own children and the way they get along with others and in groups. They learned the areas in which their children were having trouble and worked with them at home.

The major strengths according to Mrs. Barksdale were:

1. Betty Pagan, the project director--so supportive and helpful. ("It is good to know that there is someone to go to if you have a problem and that they will help.")

2. Having both kindergartens together--helpful to be able to discuss ideas with other kindergarten teachers;

3. the aides--very helpful;

4. the students--very helpful, (the students were relatively select since the teachers were able to talk with them and their counselors before they were accepted for program participation.);

5. the principal--100 percent behind the program, supportive and cooperative;

6. having enough money to run program as staff feels it should be run, and

7. working with SSRI, (they were so organized that it helped the project organization. The evaluation also helped the program).

The major weakness noted by Mrs. Barksdale was the small amount of contact between parents and teachers. She noted that the teacher-aides had more contact because they were there when parents picked up the children. She stated, however, that there was more contact this year than in the previous years.

Mrs. Barksdale felt that if she could change the program she would have some regular visits for parents to come to the school. She would have course credit for all students taking the course, instead of having paid students in afternoon. She noted that only this year some of the ICT students were in the program just for the money. She also stated that she would like to involve more teens.

The most enjoyable aspect of the program to Mrs. Barksdale was the variety. She enjoyed working with the little children in the morning and with the teens in the afternoon. She enjoyed being able to work in the morning and have discussions in the afternoon. She enjoyed the paperwork, i.e. figuring grades, least.

Mrs. Barksdale indicated that supervision, support, inservice training, and supplies were adequate.

Adult Living teachers--The adult living teachers saw their role in Project ACT as helping students work with young children and helping them through their observations in the kindergartens. They saw helping teenagers see how children develop as the major program objective, which they felt was being met.

The program, according to the adult living teachers, had a great impact on the teens. The program had impressed the teens greatly. Many had decided to limit the number of children they planned to have and had gained a good perspective on handling their children through different methods of discipline. They realized the differences in children.

The young child had not been observed by the teachers but the teens stated that they felt they had met the children's needs for attention.

The major strengths of the program, as noted by the adult living teachers, were:

(1) Mrs. Barksdale, Miss Sears, Mrs. Pagan and the staff before them;

(2) giving high school students leadership training;

(3) open classroom--more free situation; and

(4) responsibility for teens working with young children.

Major weaknesses were:

(1) busy schedule and

(2) having kindergarten teachers/teens present same material for teen observations.

The most enjoyable aspects of the job were:

(1) working with different ages and

(2) freedom to use teaching methods preferred by the teachers while still teaching in a closed curriculum (same units).

The least enjoyable aspects of the job were:

(1) students not wanting to be innovative in lesson plans;

(2) students failing to provide classroom necessities (paper, pens); and

(3) searching for materials for the teens. It was easy to find one copy but rather difficult to find enough for every student.

The adult living teachers stated that supervision, support, and inservice training were adequate. The supplies, although fine for children, were not adequate for teens. More textbooks, current filmstrips, and space were needed.

When asked what changes they would make if they could, the adult living teachers stated that they would not make any changes. The program staff had evaluated the program each year and made necessary changes already.

Teacher-aides--The teacher-aides saw their roles as assisting teachers, and helping both teens and children. They perceived the project objectives as follows:

(1) to enable children to go to kindergarten who would not be able to go if it were not for the project;

(2) to give teens a chance to be around children and to understand them better; and

(3) to prepare teenagers for marriage and when they have families of their own.

The teacher-aides reported that the objectives were being met. They stated further that the program had had an impact on teens, children, and parents of children. It had helped teens to develop, to find out about children, and to determine whether they want to work with children as a career. The young children have gained knowledge, have learned to play with other children, and to be away from home. They will be prepared for first grade. The parents of children have helped prepare the children for school and they were very pleased with the program.

The major strengths of the program as seen by the teacher-aides were:

(1) a good child development class that is able to carry out the teacher's wishes and teaching procedures;

(2) staff and equipment; and

(3) cooperation among staff.

Teacher-aides saw no real weakness, but when pressed, one aide noted that it is difficult to keep the children's attention toward the end of the year. They are tired of the toys used all year. Another aide noted that in the beginning of the school year teens must be shown what to do. This activity does not take long, however. Another aide thought that the different groups of teens coming into the program throughout the day hindered the children.

The teacher-aides stated that the most enjoyable aspect of the program was working with the children and the teens. They had a hard time thinking of what they liked least. One noted the difficulty in clearing away materials from one activity in order to prepare for another. One of the other aides noted that she disliked working overtime without pay (waiting past closing time for a late parent to pick up a child).

The teacher-aides stated that they had adequate supervision, support, inservice training, and supplies.

One of the aides noted that she would like to have more boys working in the kindergarten.

Teacher-aides commented that they enjoyed working in the project and that it was one of the greatest, most rewarding experiences of their lives.

SAN ANTONIO

The San Antonio, Texas, Child Development Demonstration Project (Project ACT) was funded by the Sears-Roebuck Foundation during the fall of 1970 and was operated by the Texas Agricultural Extension Service of Texas A&M University. This program had adolescents who worked in the homes with parents and children ranging in age from six months to five years.

In San Antonio, the specific objectives and goals were as follows:

Project Objective:

Youth increase their competencies to interact with young children in order to bring about the maximum development of the children and to increase the youth's potential for successful parenthood.

Project Goals:

(1) Youth understand the social, intellectual, emotional and physical growth, development and guidance of young children.

(2) Youth work with preschool children to enhance the child's capacity for learning.

(3) Preschool children increase and utilize their potential for social, intellectual, emotional, and physical development.

(4) Youth demonstrate to parents techniques and methods of increasing the child's ability to learn and understand.

(5) Parents of preschool children work with their children to stimulate the child's development.

(6) Youth understand and demonstrate characteristics necessary for successful parenthood.

Program Description and Assessment

The following program description was prepared primarily by Dr. Dwain M. Estes, Executive Director, Education Service Center, San Antonio. Some additions and slight revisions have been made by SSRI staff. Dr. Estes served as the local evaluator-observer for the program.

A. Contextual Component

The San Antonio ACT project served inner-city families in west San Antonio. The program, in contrast to Chicago and Little Rock, was community-and home-based rather than school based. To understand the importance of this type of program, a brief description of San Antonio would be helpful. San Antonio is the fifteenth largest city in the nation and the third largest in Texas with a 1970 population of 654,153. Twenty-five percent of this population was listed as Spanish-surname in 1970. This is a conservative estimate however, since many individuals of Mexican American descent do not have Spanish surnames. The 1970 population was young and 21.4 percent were between the ages of 10 and 19. The percentage of the population under five years of age was 9.7.

Twenty percent of the families had incomes of less than $4,000 per year, with a median family income of $6,563. The median family income for those with Spanish surnames was $6,457. Although the median school years completed by persons 25 years of age or older in Bexar County was 10.8 for the total population and for the Negro population it was 7.8 for persons with Spanish surnames. Furthermore, estimates indicate that 86 percent of the families in the inner city area of San Antonio (as defined by the Model Cities Agency) have Spanish surnames.

The resulting picture, then, is that of a large Mexican American population that is young, has limited income, and little education. It is known further from the literature that Mexican American families do not place their children outside the home other than with extended family members or members of the barrio unless it is absolutely necessary. A program that is brought into the home might have a better reception. The San Antonio program, therefore, was designed for older youth, infants, and the parents of both in inner-city San Antonio. It has included primarily Mexican American youth, infants, and parents although a few blacks were involved. So far as is known, it is the only project in the United States in which Mexican American teenagers work with infants.

Since the program was operated through Texas A&M University's Extension Service, there was minimal contact with the public school system. The only real contacts were with the high school counselors to recruit teen-teachers and to obtain a control group of teens for evaluation purposes. As a result of this arrangement, the students did not receive school credit for their work although they did receive monetary remuneration for their services.

There were no well delineated contacts with other agencies, but other colleges and universities did participate in the program through the presentation of seminars, consultation, and inquiries. Various agencies and organizations made available their facilities for field visits and for information. The diversification of facilities and personnel inside and outside the community prevented any categorization of specific contextual relationships.

B. Conceptual Component

The Governor's Task Force on Early Childhood Development identified child and parent needs in the progress report on the State of Affairs in Texas concerning Early Childhood Development.

Among the 11 needs listed were:

1. "Many persons become parents with inadequate knowledge and inappropriate attitudes for either marriage or child rearing. Many parents on all socio-economic levels lack (a) positive attitudes toward parenthood, (b) ability to plan families (when or whether to have children), (c) ability to do financial planning, (d) knowledge of how to prepare for infants, how to provide for physical and emotional needs of infants and young children, how to provide a wholesome environment, how infants and young children grow and develop, how to accept responsibility for the child as a parent, and what protective measures can be taken in an effort to minimize possibilities of the birth of a handicapped child."

2. "A large number of children from birth onward are educationally deprived--they are establishing poor thinking style, learning style, and language patterns which impede later progress in intellectual growth, as evidenced by lack of success upon reaching school age. Approximately 20 to 30 percent of children

> entering the first grade do not experience success in school achievement. This educational deprivation results from: (a) Lack of adequate intellectual (sensori-motor) experiences in the home. (b) Lack of adequately planned intellectual (sensori-motor) experiences in settings other than the home. (c) Poor language models. (d) Handicapping conditions due to poor nutrition and physical, mental and emotional health."

If youth could develop understanding of the importance of an enriched environment and stimulation of young children, they would be more likely to implement innovative and enriching techniques with their own children. In doing so, they will begin to break the chain of cultural deprivation that affects so many children and youth.

Youth in the 14 to 17 year age group are at a teachable, impressionable age. If these youth experience for themselves, in a non-emotional setting, the effects of little or no stimulation and interaction with young children, it would seem that they would become motivated to participate, to stimulate, to interact with young children and later to apply the techniques and principles with their own children and in their own lives.

Realizing the importance and immediacy of these needs, the Texas Agricultural Extension Service of Texas A&M University undertook a demonstration project on a pilot basis to demonstrate methods and techniques of combating and alleviating these situations. The project was focused on youth: their growth and development of understanding, competence, desirable attitudes, and skills concerning young children.

The program was based on infant stimulation and training teenagers. Through appropriate intellectual experiences provided by the teen-teachers to the infants in the home, the desire was to improve thinking style, learning style, and language patterns which, if not altered, could impede later progress in intellectual growth when the infants reach school age.

The teens were trained in the principles of child growth and development and were given practical pre-parenting experience. Attention was given to the development of positive attitudes regarding child rearing and accepting responsibility for the child as a parent. The teens were taught how to provide for the mental, emotional, physical, and social needs of the infants. It was hoped also that participation in the program might create an interest in a child development or child-service career.

C. Programmatic Component

The project in San Antonio has been directed by a professional Associate Extension Agent. For administrative purposes the director was assigned to the Bexar County Texas Agricultural Extension Service staff, but was responsible to the District Home Demonstration Agent located in Uvale, Texas. For program development, implementation, and evaluation purposes she worked closely with a Family Life Education Specialist from the Agricultural Extension Service of Texas A&M University. The Associate Extension Agent received training from the Family Life Education Specialist and from child development consultants employed especially to provide training for her and the teens. Since the project began, there have been three Associate Extension Agents. The first director Mr. John Wandless, was with the project from November 11, 1970 to November 1, 1971. The second director, Mrs. Irene Garza, was with the project from February 4, 1972 to October 1, 1972; the third, Lucinda Brunson, from January 1, 1973, to the present.

The Associate Extension Agent employed, trained, and supervised the teen-teachers in the program. Current teen-teachers help recruit teens to make applications.

In making a decision about whom to employ to fill teen vacancies, the Associate Extension Agent checked on school grades, attendance, and ability to get along with all age groups. She checked with former employers, if there had been any, and she interviewed the teen's parents in an effort to obtain their support prior to employment. She made an effort to determine the teen's interest in infants. The criteria for the selection of youth as spelled out in the original proposal stated that the young person should:

- be between the ages of 14 and 17 years,
- be able to speak and write English,
- demonstrate an interest in the project and a willingness to become a part of it,
- be free from gross physical or mental handicaps,
- reside within the geographical boundaries identified for the project, if possible, and

- if under 16 years, be attending school regularly. Mexican American youth were designated as having priority, but other ethnic groups were not excluded, and the parent or guardian was required to sign an agreement permitting the youth to participate in the project.

Teens were employed for 80 hours per month during June, 40 hours per month in July and August, and 20 hours a month, September to May. Forty hours during June were spent in a special seminar on child growth and development. During the summer, the teens spent three hours per week teaching, three hours per week observing, three hours per week in training, and one hour per week in miscellaneous activities. During the school term, the teen spent one-and-a-half hours teaching, one-and-a-half hours observing, and two hours in training. Initially, teens earned $1.60 per hour. After they had been employed for six months prior to the beginning of a new fiscal year (starts November 15), they were eligible for a raise. During the third program year teens started at $1.80 and could make up to $2.10 per hour, depending on tenure and merit.

Total hours of summer employment available were increased during the second year of the project in order to retain the teens in the program. It was relatively easy for Mexican American and black youths to obtain summer employment and, in order to compete in this job market, total available project employment hours were increased. Teens during the second and third years were able to work 340 hours during the year, whereas during the first year of operation they were limited to 240 hours of employment. A teen could thus earn as much as $578 from the program during the second year, and up to $714 during the third year.

The teens worked in pairs, one as a teacher and the other as an observer. Their roles were reversed on subsequent home visits. During the summer, two visits were made per week to the infant's home where the infant received instruction for one-and-a-half hours each visit. While one teen was instructing, the other was recording the reactions of the child, parent, and observer. Another infant's home was then visited twice a week and the roles of the teens were reversed. During the school term the amount of instruction and observation was cut in half. While working, the teens wore badges with their names and Texas A&M Extension Service printed thereon.

The project developers utilized the team approach because they believed it emphasized work experience versus a babysitting service, emphasized learning experiences for youth, increased the observer's perception of principles of child development, and helped the observer to evaluate his own experience as a teacher. Ordinarily the teen-teacher read the observer's report and in discussion the observer could give the teen-teacher tips regarding the improvement of his instruction.

The Associate Extension Agent also read the observation reports and utilized these as a vehicle to provide supervision for the teen's work. She made suggestions about how well the teen-teacher was doing his job as well as gave him pointers on the rate at which he was introducing new material to the infant. On completion, the observation reports were kept on file.

During the one-and-a-half hours of interaction with the young child and the parent, verbal development was emphasized as well as concomitant concept formation. The teen always had concrete instructional materials to use and every lesson utilized at least one book with the infant.

If the baby was asleep when the teens arrived for the instructional period, the teens were instructed not to have the baby awakened but to return at a later date or time for the teaching period. It was felt that the baby, if awakened, would not be in an optimum mood for instruction. If the baby were ill the teens did not make the scheduled visit. The teens were not paid for their time until the actual instruction was completed.

Each week the Associate Extension Agent conducted a training seminar for the teens. During this time principles of child growth and development and the lessons the teens were to teach the following week were studied. The materials that were to be used with the infants were handled by the teens. Role playing is a technique that was utilized in getting ready to teach infants their next lesson. Printed lesson plans developed by the Family Life Education Specialist and the Associate Extension Agent were reviewed and each teen-teacher modified these in terms of the needs of the infants he or she was instructing. A special lesson plan form was provided for this purpose.

Written lesson plans were required to help ensure that the teen was prepared to teach his infant and also as a management vehicle to ensure that time was actually spent by the teen-teacher as reported. The lesson plans were reviewed and approved by the

Associate Extension Agent previous to their use and then were turned in by the teen-teacher after the instruction had taken place. Both the lesson plan and the observation report were submitted at the same time by the teens in order to earn work credit. Similarity of hours and dates was checked on both reports. Reports were stamped and a written report was then made of the time spent for payroll purposes. Teens were not paid for the time if the lesson plans and observation reports were not turned in.

The budget provided for refreshments for each training session. The professionals felt that refreshments were needed since many sessions began immediately after school and students were hungry. In addition, some students had not had any lunch, and the staff felt the teens responded better as a result of the refreshments. During the school term a training session was held Friday afternoon after school and again on Saturday morning to accomodate all teen-teachers. If the teens missed a training session, they did not get paid for this time.

The Associate Extension Agent tried to serve as an observer-recorder at least once a month. She evaluated the progress of the teens, the progress of the preschool child, and the dimensions of the family situation. The Associate Extension Agent spent 100 percent of her time on the project. She was available for daily conferences with the teenagers and the parents. She concerned herself not only with the instructional process but gave attention to any personal or social problems the teens might be encountering that would have inhibited their effectiveness in the project. If the teens were not performing in a satisfactory manner she called it to the attention of the teens and the parents and solicited their help in a resolution of the difficulties. She gave attention to the dress of the teens while they were on the job and for the summer of 1972 wrote the parents a letter describing appropriate summer attire while working.

Each summer a consultant in child growth and development conducted a 40-hour seminar for the teen-teachers and the Associate Extension Agent. Four hours a day for ten days were spent in this effort. Lectures, films, field trips, and printed materials were utilized. Teen-teachers were given copies of the Better Homes and Gardens Baby Book as well as such pamphlets as The Child from One to Two, The Child from Two to Three, and the Office of Child Development's Sewing for Infants. Books were available from the project's lending library. Some of the materials were available both in

English and Spanish. The 1971 and 1972 seminars were conducted by Dr. Fowler, Head of the Department of Family Life and Child Development at the Texas Technical University. The 1973 seminar was held on June 11 and conducted by the specialist in Family Life Education on the Texas A&M Agricultural Extension Staff in College Station. The specialists are Dorthy Taylor, Jane Fleischman, and Dr. Jennie Kitching. A schedule for the 1973 seminar is included in Appendix. Also included is one of the lesson plans.

The teen-teachers had intensive training in another manner. In the third year teens worked on observations in a variety of school programs in the area. They observed for a period of two hours and wrote a report on what they had seen. The observations were made to give the teens another experience in seeing that children can be taught and that a wide range of methods is used. The three centers from which they could choose to make their observations were: (1) Jose Cardenas Early Childhood Education Program, (2) Pan American Headstart Center, and (3) Stafford Elementary-Kindergarten.

On March 17, 1973 the teen-teachers and Miss Brunson made a field trip to the Children's Hospital in San Antonio. The purpose of the visit was to give the teens an opportunity to see new-born babies, specific health problems which children can have, and to open their eyes to careers available in caring for the health of young children.

The Associate Extension Agent held periodic parent meetings. These were social in nature as well as instructive, providing training for the parents in some areas, such as sewing infants' clothing. In all cases an effort was made to help the parents better understand the objectives of the program and to support their children in it. Such meetings included both the parents of the infants and of the teenagers. If teen-teachers attended, they were paid for their time, but they usually had tasks to perform in connection with the meetings. Through such contacts between the Associate Extension Agent and the parents, communication was made easy, the parents felt free to call the Associate Extension Agent and discuss the strengths of the program as well as impending problems.

Eighty persons attended one social affair, an Easter Egg hunt: 22 teen-teachers, 38 babies, including brothers and sisters of the infants, and 20 adults, including one father. During another social affair held one evening during the 1972 child development seminar, 96 persons attended a covered dish supper. Parents referred to it as a reunion and wanted to know when the next one would be held. They liked it because they were able to become acquainted with one another, both the teens' parents and the infants' parents. Future instructional meetings for parents are planned around infants' dental health, physical health, immunization, nutrition, discipline, play, and language development. To be covered also with parents are drug education, concepts of child growth, and understanding preschool children.

The schedule for 1973 parent meetings is as follows:

April 9	"Why are the First Five Years So Important?" Speaker: Mrs. Dent, Director Jose Cardenas Early Childhood Center
May 16	"What Parents of Unborn or Young Children Should Know About Drug Addiction" Speaker: Lt. Slocum Narcotics Division San Antonio Police Department
June 7	"The Effects of Child Abuse and Neglect on the Development of a Child" Speaker: Mr. Van Fallerico, Director Bexar County Child Welfare Department
July 11	"Foods for Young Children" Speaker: Miss Alta Placke County Extension Agent Texas Agricultural Extension Service
August 8	"Dental Health and Care of Young Children" Speaker: Dr. Bob Angel Pan American Dental Clinic
September 18	"Language Development and Bilingual Education" Speaker: Mrs. Ethel Cautu, Teacher Henry B. Gonzalez Elementary School

A pot luck supper is planned for one or more of the parent meetings.

Parents of infants signed an agreement to be present during the instruction of the child and in most cases they were. If a parent could not be present, a relative usually was and this person quite often was the grandmother. Tips were provided for parents to pursue during the week between lessons.

Infants for the program were recruited primarily by the teen-teachers, but referrals were made by school and community sources. There was some volunteering of infants for the program on the part of parents who had become acquainted with it. When the program began initially, the project area was identified by large numbers of homes where diapers were hanging on clotheslines. The Associate Extension Agent then called on parents, explained the program, and invited their participation.

The original project proposal outlined criteria for the selection of families as follows:

1. Parent(s) in each family unit must understand the purpose of the project.
2. Parent(s) must sign an agreement indicating willingness and interest to participate, willingness to have youth come into the home to interact with the young child, willingness to be present when youth is in home.
3. Parent should have a preschool child between the ages of eight and 22 months.
4. Families with one or two preschool children will be given priority consideration at the inception of the project over families with three or more preschoolers.
5. Parent and child must be free of any gross physical or mental handicap.
6. Families of Mexican American descent will be given priority consideration, but no ethnic group will be excluded.

The participation form that parents signed contained the infant's age, birthdate, sex, and number of other children in the family. The names of the other children in the family were included along with their ages and sex. The form was dated and signed by the parent and the Associate Extension Agent.

D. Decision Making Processes and Administration

The Texas A&M University is a land grant university. There are three parts in a land grant university: (1) campus education; (2) research to support education--experimental stations; and (3) field education or education from the university which goes throughout the state to teach. The third function is that of the extension service. Its professional staff goes out from the university to teach.

The project director, Miss Brunson, is in charge of all matters dealing with project personnel, teen teachers, and secretary. Mrs. Schwarzlose, District Extension agent for District 13 is responsible for professional staff; however, she must have the approval of Mrs. Low, Assistant Director for Home Economics. Mrs. Low gives overall leadership to the Child Development Center in San Antonio. Mrs. Schwarzlose is directly responsible to Miss Claudia Williams, State Agent in Charge of District and County agents in Home Economics. Mrs. Low is in charge of specialists and has administrative responsibility for Home Economics. Mrs. Williams has supervisory responsibility for personnel. A diagram of the Project ACT administrative hierarchy can be found in Figure 4. Dorothy Taylor, Family Life Education Specialist, gives leadership to subject matter and project design.

The project director has charge of everyday program operation. She has a petty cash budget from which she buys needed materials. Materials not purchased through petty cash are bought and the bill is sent to Dorthy Taylor who sends it to the fiscal office of the Extension Service.

The Sears-Roebuck Foundation provided the funding for the San Antonio project. The Foundation turned over the funds for the grant to the Texas Agricultural Extension Service Fiscal Office, who supervises all extension service grants.

If the materials to be purchased are of such a nature to require approval, Miss Brunson had to submit the request to Miss Taylor, who in turn submitted it to Mrs. Low who submitted it to Mr. Hutchison, the Associate Dean of Agriculture/Director, Texas Agricultural Extension Service. There is a dotted line in the diagram between Miss Brunson and Bexar County because she is not directly supervised by them but cooperates with them so they know what she is doing and can give her input if needed. Miss Placke is scheduled to teach a parent education course. She taught the parents a clothing course during the second program year.

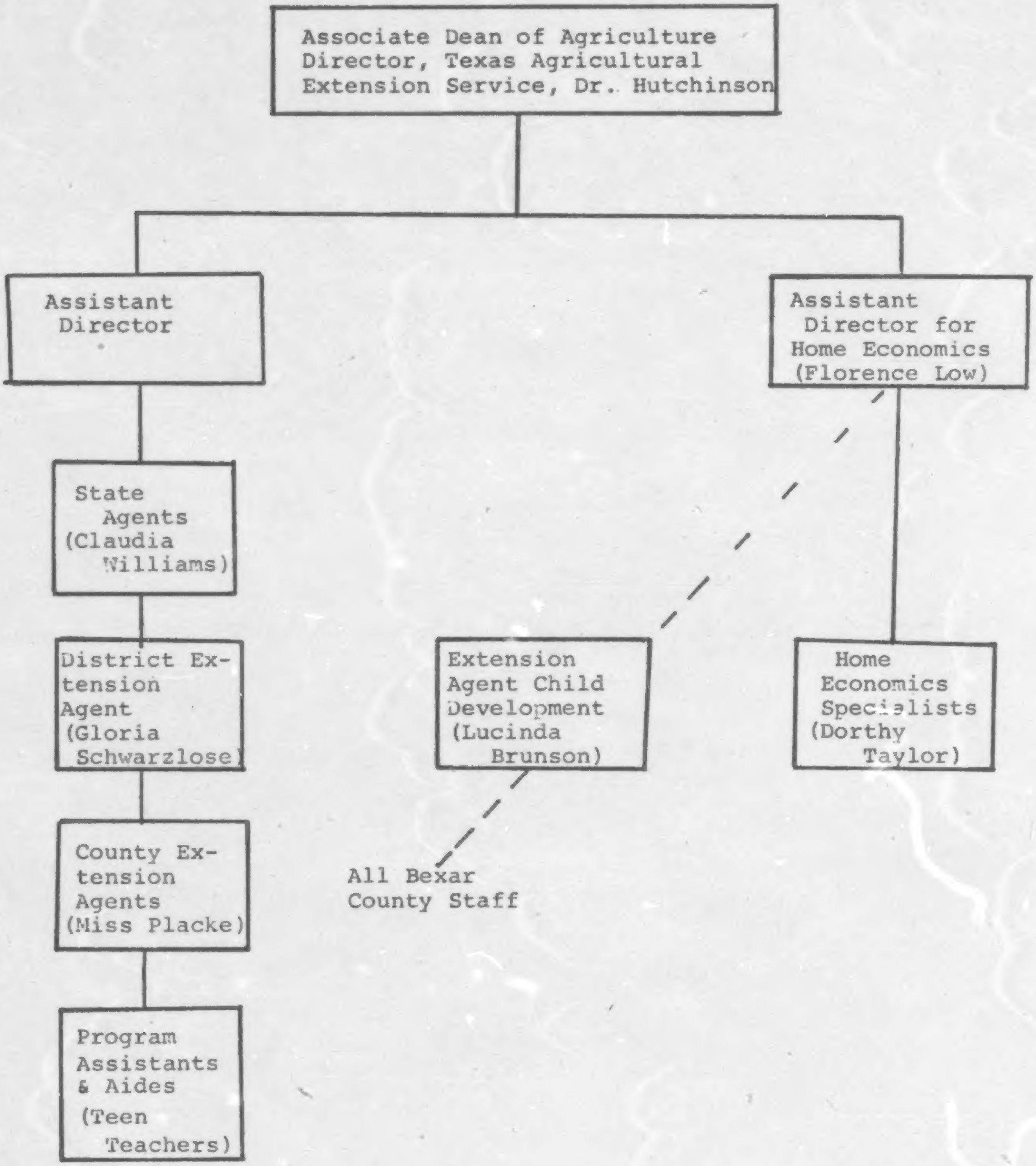

Associate Dean of Agriculture
Director, Texas Agricultural
Extension Service, Dr. Hutchinson
Assistant Director
Assistant Director for Home Economics (Florence Low)
State Agents (Claudia Williams)
District Extension Agent (Gloria Schwarzlose)
County Extension Agents (Miss Placke)
Program Assistants & Aides (Teen Teachers)
Extension Agent Child Development (Lucinda Brunson)
Home Economics Specialists (Dorthy Taylor)
All Bexar County Staff

Fig. 4.--San Antonio Project ACT administrative hierarchy.

Mrs. Schwarzlose is District Extension Agent for District 13. Miss Taylor is Family Life Education Specialist for five districts composed of 114 counties. A map of Texas showing the different regions is shown in Figure 5.

Miss Taylor stated that there are no real policy decisions necessary because the policy stated in the 1970-1971 project proposal is followed. The program is operated according to the guidelines set forth in that proposal. There have been alterations in priorities that were necessitated by working with the project and seeing the needs that presented themselves.

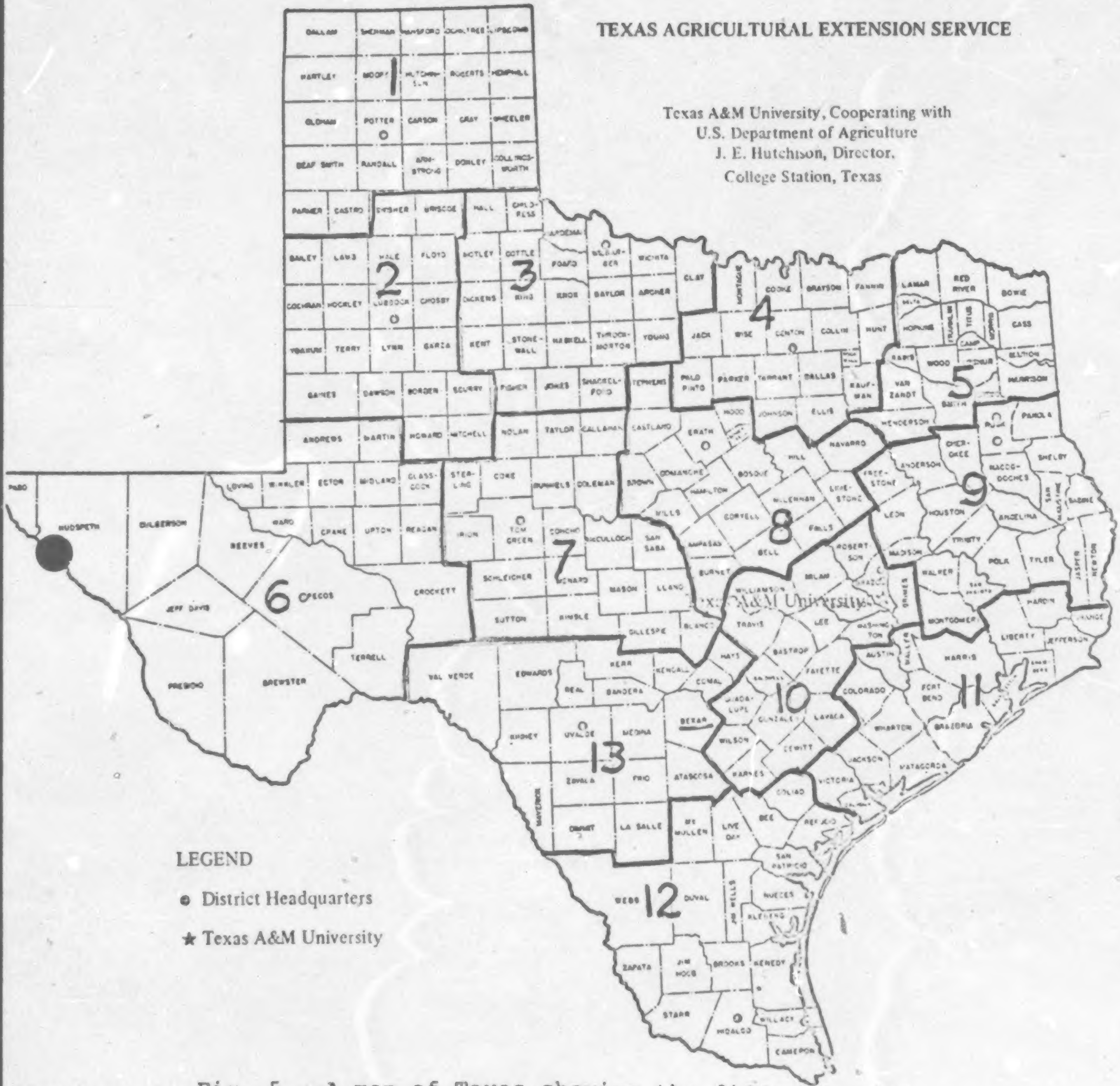
E. Program Director's and Staff Assessment

The common observer made a site visit to San Antonio on May 31 - June 1, 1973 during which period she met with and interviewed several persons involved with the ACT program in that city. Among these persons were Miss Lucinda Brunson, the Project Director, and Miss Dorthy Taylor, the Texas A&M Family Life Specialist. The program director's post-program assessment is based on information obtained in this interview.

Miss Taylor and Miss Brunson stated that the program objectives had not changed during the third year, although they did change the second year program. After the first year, career orientation was added as an objective. In addition, more emphasis was placed on parent education. The latter still is the weakest program link, however. It is extremely difficult to get parents to come to the center.

Miss Brunson and Miss Taylor stated that the community viewed the program very favorably. One indication of this acceptance is Dr. Estes', the local observer, ease in visiting the homes. Other indications are the number of people visiting the project (approximately 60) and the number of invitations to participate in programs to discuss Project ACT (approximately 15).

Miss Taylor noted that numerous universities have requested copies of the ACT proposal and lesson plans, as well as students of child development asking for information. The Zales Foundation has asked for information about the program because they are interested in starting a similar program.



TEXAS AGRICULTURAL EXTENSION SERVICE

Texas A&M University, Cooperating with
U.S. Department of Agriculture
J. E. Hutchison, Director,
College Station, Texas

LEGEND
⊙ District Headquarters
★ Texas A&M University

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DALLAM
SHERMAN
HANSFORD
OCHILTREE
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HARTLEY
MOORE
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ROBERTS
HEMPHILL
OLDHAM
POTTER
CARSON
GRAY
WHEELER
DEAF SMITH
RANDALL
ARMSTRONG
DONLEY
COLLINGSWORTH
PARMER
CASTRO
SWISHER
BRISCOE
HALL
CHILDRESS
BAILEY
LAMB
HALE
FLOYD
MOTLEY
COTTLE
HARDEMAN
WILBARGER
WICHITA
CLAY
MONTAGUE
COOKE
GRAYSON
FANNIN
LAMAR
RED RIVER
BOWIE
COCHRAN
HOCKLEY
LUBBOCK
CROSBY
DICKENS
KING
KNOX
BAYLOR
ARCHER
CASS
YOAKUM
TERRY
LYNN
GARZA
KENT
STONEWALL
HASKELL
THROCKMORTON
YOUNG
JACK
WISE
DENTON
COLLIN
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SCURRY
FISHER
JONES
SHACKELFORD
STEPHENS
PALO PINTO
PARKER
TARRANT
DALLAS
KAUFMAN
VAN ZANDT
WOOD
SMITH
HARRISON
ANDREWS
MARTIN
HOWARD
MITCHELL
NOLAN
TAYLOR
CALLAHAN
EASTLAND
ERATH
HOOD
JOHNSON
ELLIS
NAVARRO
HENDERSON
CHEROKEE
RUSK
PANOLA
SHELBY
EL PASO
HUDSPETH
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GLASSCOCK
STERLING
COKE
RUNNELS
COLEMAN
BROWN
COMANCHE
HAMILTON
BOSQUE
HILL
LIMESTONE
FREESTONE
ANDERSON
NACOGDOCHES
SABINE
WARD
CRANE
UPTON
REAGAN
IRION
TOM GREEN
CONCHO
McCULLOCH
MILLS
CORYELL
McLENNAN
FALLS
LEON
HOUSTON
ANGELINA
REEVES
SAN SABA
LAMPASAS
BELL
ROBERTSON
MADISON
TRINITY
POLK
TYLER
JASPER
NEWTON
JEFF DAVIS
PECOS
CROCKETT
SCHLEICHER
MENARD
MASON
LLANO
BURNET
MILAM
WALKER
SAN JACINTO
HARDIN
ORANGE
SUTTON
KIMBLE
GILLESPIE
BLANCO
WILLIAMSON
TRAVIS
LEE
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VAL VERDE
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FAYETTE
WASHINGTON
AUSTIN
WALLER
HARRIS
CHAMBERS
REAL
BANDERA
GUADALUPE
CALDWELL
COLORADO
FORT BEND
GALVESTON
KINNEY
UVALDE
MEDINA
BEXAR
GONZALES
LAVACA
WHARTON
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WILSON
DEWITT
JACKSON
MATAGORDA
MAVERICK
ZAVALA
FRIO
ATASCOSA
KARNES
GOLIAD
VICTORIA
DIMMIT
LA SALLE
McMULLEN
LIVE OAK
BEE
REFUGIO
SAN PATRICIO
WEBB
DUVAL
JIM WELLS
NUECES
KLEBERG
ZAPATA
JIM HOGG
BROOKS
KENEDY
STARR
HIDALGO
WILLACY
CAMERON
Texas A&M University

Fig. 5.--A map of Texas showing the different regions.

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Miss Taylor noted that Brentwood Junior High School is meeting with Miss Taylor and Miss Brunson in an effort to start a similar project on a volunteer basis. In addition, a Professor of Child Development at one of the colleges is using ACT lesson plans. The Jose Cardenas Early Childhood Education Center's (formerly the H.K. Williams Center) for the handicapped was fashioned after the San Antonio Project ACT Project. The adolescents teach in the homes but receive transportation and school credit. The ACT staff explained their project design and program to the Cardenas staff but have no supervisory role.

The ACT staff maintains close contact with the Jose Cardenas Early Childhood Education Center. It is the only similar program in the area and the ACT staff tries to help place the children in the Cardenas Preschool Program when they leave Project ACT. They do this by informaing the Cardenas personnel of the availability of the eligible children.

The contact with the Jose Cardenas Childhood Education Center and the Pan American League, the owners of the building housing the San Antonio ACT project who visit occasionally, are the only community organizations involved with ACT and do so only indirectly. The San Antonio project does not solicit support from outside organizations. The project receives supplementary funds, as needed, from the Texas Agricultural Extension Service.

Miss Brunson and Miss Taylor stated that the program had received unsolicited publicity through various media. Information about the program has appeared in the *Annual Progress Report* of the Texas Agricultural Extension Service on three occasions. Articles have appeared in *Children* a publication of the Office of Child Development and the *Journal of the National Association for the Education of Young Children* (NAEYC).

The teens and Miss Brunson have appeared on programs talking about the project. On March 27, 1973, four teen-teachers and Miss Brunson participated in a graduate agricultural education course at the district headquarters in Uvale, Texas. The class was studying youth leadership programs. The teens were asked many questions concerning their involvement with the Child Development Demonstration Project (ACT), if it had influenced their plans for the future in regard to a career choice, if the Project had helped them in the relationship with children, their parents and other people in general, and if the teens felt that the experience and knowledge gained through the training and working with children would benefit them as parents in the future. The teens were also questioned as to their attitudes toward today's moral trend, dress code in their school, discipline in the school and what their opinions were on suggestions of solutions to these problems. Miss Brunson noted that the session was very enlightening.

On April 10, 1973, Miss Brunson stated that she presented a program at the joint PTA meeting of Brentwood Junior High School and Hollscher Elementary School. The program consisted of a description of the overall ACT project and details of the Child Development Demonstration Project. The proposal, goals, and methods, were discussed. Two teen teachers gave a demonstration of the method of role playing used during training sessions. The purpose of the meeting was to help the PTA in their desire to instigate a program similar to ACT on a voluntary basis in the homes in the school area using the junior high school students as teachers.

Miss Brunson and Miss Taylor noted that there had been attrition in teen-teachers, young children, and staff. There was more attrition among children than teens. There had been three directors in the three years of the program. This factor did not have any major effects on the program since Miss Taylor filled in during the periods when there was no director.

When there is attrition among teen-teachers or children, the positions are not hard to fill because there are long waiting lists for both. As of March 22, 1973, there were 11 applications for babies and 107 applications for teen-teachers.

Miss Taylor stated that she and Miss Brunson, as well as resource people in the community as needed, are responsible for training teen teachers.

The project director is trained by Miss Taylor and Mrs. Schwarzlose. Texas A&M holds inservice training for all professional staff. There is a one week training period every third year in addition to regular district training meetings.

Miss Brunson stated that there is a very good and open relationship between the teens and herself, as well as with Miss Taylor. All questions can be asked and these questions are encouraged. There is also a good relationship between the teens and the children, teens and the parents of young children as well as between the teens and their own parents. Miss Brunson also had a very good relationship with parents of teens and parents of children.

Miss Taylor and Miss Brunson stated that they actively encouraged teens to participate in community programs involving children. Three former teen teachers work in the Jose Cardena Preschool and one works with Head Start. Teen teachers are encouraged to observe child care programs and write a report for credit in their project. They also take field trips to different child care programs and institutions in the area. These trips and visits inform the teens about child-related jobs and career opportunities.

Both Miss Brunson and Miss Taylor have observed increased pleasure in caretaking and nurturing among the adolescents and the parents of children. The teens always talk about the children and how much they enjoy working with them. The former teen-teachers try to return to the project and those in the project stay when they do not have to leave. The teens say they understand children better and they teach their sisters and brothers and friends. The children's parents even say the teens teach better.

Miss Taylor and Miss Brunson noted that the parents of children have begun to teach their children also. They help the teen teachers teach and continue the teaching after the teen teacher leaves. This report indicates their pleasure in caretaking as well as their parenting skills. The teens have increased their parenting skills also. Miss Taylor noted that the more skills they acquire in teaching, the more they acquire in parenting skills.

Miss Taylor stated that three of the former teen-teachers had married and became parents. These teens were prepared for their new roles. They knew about babies, what was needed, the facilities available, and the importance of seeing a doctor.

Miss Taylor noted that the aspect of the program that had given her the most satisfaction was seeing the teens grow. Their attitudes had changed and they had changed from very shy and demure individuals to active participation by teens who seemed to have found, for the first time, some purpose. Their physical appearances had improved greatly because they had become more aware and they had money to buy clothes. Miss Taylor said that she also enjoyed the total cooperation within the program. The teens recruit for the program and participate actively.

The aspect of the program that had given Miss Brunson the most satisfaction was seeing the way teens see and understand that children may be taught. The teens think along lines of child development and use original ideas in their teaching; they are committed. Miss Brunson noted that the aspect of the program giving her the most difficulty was time. There is never enough. Miss Taylor encountered the most difficulty trying to help two ethnic groups--Mexican Americans and Blacks--understand each other.

The three strongest aspects of the program as stated by both Miss Taylor and Miss Brunson were:

(1) growth of adolescents;

(2) growth of children as a result of teen teachers; and

(3) growth of parents of children and parents of teens.

They mentioned peer group relationships between some Blacks and Mexican Americans as the weakest aspect of the program. This, they said, had improved greatly, however.

When asked what they would do differently if they could begin again, Miss Taylor said that they would explain everything to the parents of the teen teachers when they first hire the new teen-teachers. She further stated that they need to know about the grant well in advance. Another change would be to hire a paraprofessional aide to assist the project director.

Miss Brunson stated that she had had adequate supervision, supplies, and support. She mentioned that both Texas Extension Service and the community were extremely supportive. She noted that she would have appreciated having a "little more on-the-job-type-training" to enable her to feel more secure with program materials as well as personnel. It would have been helpful if she had known the resources in the community and the different extension service requirements in the form of reports. Miss Brunson pointed out, however, that she can call Miss Taylor whenever information is needed.

It was noted that Miss Brunson is in an unique position. She is not a county agent or in any other established position. For this reason, there was no real training program for her. The training she needed dealt primarily with reports.

Miss Taylor stated that they had been very pleased with SSRI. She wished the programs had had more flexibility in collecting data so they could have moved at their own pace. She did not think they had enough time. They were extremely pleased with the local observer, Dr. Estes. They were also grateful that there was a single evaluation agency that did not have administrative responsibility over the program. She noted that she liked the form of the SSRI report, but wished there were more copies.

Miss Taylor noted that she had never felt a part of OCD. OCD's involvement had been very intangible. Miss Taylor further stated that the project felt no committment or relationship to them; they felt very close to SSRI, however. The San Antonio Project would like a closer alliance to OCD because of the Child Development aspect. They would also like a closer alliance with the Office of Early Childhood Development--the state agency for child development programs.

Miss Taylor noted that they felt very good about the Sears-Roebuck financial support to the program and to the local observer.

IV. DESIGN OF THE STUDY

The summative evaluation of Project ACT required comparability across the three programs in addition to an assessment of the impact of each local project on its target groups. For both aspects of the assessment, the focus was on the adolescent. Since the programs differed in many respects, certain modifications were made in the original design. Where such exceptions occurred, they will be discussed.

Research Design

The research design, or blueprint of the study, involves the subjects of the study, the data collection instruments, and the procedures for getting the instruments to the subjects. The design of the present study was a field-survey study which hopefully would lead to evaluations of variant programs and to hypotheses for further testing.

Subjects of the Study

The experimental adolescents were selected by differing criteria as were the young children. The universe of each was used, so there is no sampling frame for these categories of respondents. In Chicago, experimental teens were selected from high school students enrolled in the child development class at John Marshall High School. They could be sophomores, juniors, or seniors. No particular grade point average was required, but a willingness to work with children and regular attendance were required.

The Little Rock requirements were those high school seniors, at Central High School, who enrolled in the elective courses in Child Development and Adult Living. The third category of experimentals consisted of students enrolled in the Industrial Cooperative Training (I.C.T.) program whose work assignments were in the kindergarten classes because of an interest in or desire to work with young children.

The San Antonio requirements were teen applications for participation, followed by an interview with the Project Director, an interview with the teens' parents, and selection based on the Project Director's assessment. Training was not transmitted through the schools.

The experimental teens in Chicago and San Antonio were paid for the time they participated in the program. In addition, the Chicago students received two class credits for the course. The San Antonio students did not receive any educational credits. The three categories of experimentals in Little Rock varied: the Child Development and Adult Living students received educational credits but no financial remuneration, while the I.C.T. students were paid for four hours per day that they spent in the kindergarten.

The young children served were of various ages. In Chicago, the ages ranged from two through four years of age. In Little Rock, all of the young children were enrolled in the kindergarten located within Central High School. The young children in San Antonio ranged from six months through four years of age.

The selection of the teens, young children, and staff were determined by the programs. This selection, in turn, provided the parents of adolescents and of young children.

The only sampling involved in the study related to the selection of a matched group of control teens. The original proposal was to select this category on a stratified random basis by ethnicity, sex, age, and year in school. Difficulties in this procedure were encountered at the outset. In Little Rock, the only required course of seniors was English. The location of matched controls provided insurmountable barriers, so the decision was reached to draw two senior English classes, to avoid the possible overlaps in the classes (e.g., a student could be enrolled in Adult Living and Child Development classes). Since Little Rock was the first program with whom discussions were held, plans were made in San Antonio and Chicago to duplicate as much as possible the sampling design of Little Rock. In San Antonio, however, there were difficulties regarding the use of the same high school, since most of the teens were drawn from one school and conceivably many of them eventually could become experimentals and contaminate the study. The decision was reached to draw the control teens from another high school in the same area matching, with the help of a counselor, as much as possible on age, ethnicity, and sex. The English classes were used in Chicago, where there are five levels within each grade. The proposed sampling technique was to draw a random sample matched with the experimental teens by level of English, age, and sex. Ethnicity was not a consideration since the Chicago sample was all black.

While the final control sample was not a random selection, controls were located at each site and were administered the sample instruments as the experimental teens. Despite the lack of randomization, comparisons will be made by sites and by the total numbers of teens.

Data Collection Instruments

The data collection instruments for the study were varied according to the purpose and types of respondents. These instruments will be discussed according to the categories of respondents for whom they were designed (see Appendix E for copies of the instruments).

Experimental teens.--The first instrument administered to the experimental teens (Instrument A) was a teen personal data form to elicit demographic data for the teen. The instrument allowed for the computation of an index of social position based on the Hollingshead Two-Factor Index. Although it was proposed originally that the program personnel complete the form for each teenager, the teens completed most of the forms. As a consequence, there were many "no answers" for averages in school, although the local-evaluators attempted to verify the student responses.

Instrument B, the Parent Attitude Research Instrument (PARI) was administered in one session with Instrument B-2 and B-3, the latter two being designed to measure self-esteem and the acceptance of others. Schaefer and Bell designed the PARI and it has been tested for reliability as well as factor analyzed. The PARI used was one shortened from the original 115 items to 51 items by the Los Angeles City School District, Office of Research and Development. The 51 items tap child-rearing attitudes. Rosenberg designed the self-esteen scale in which the lower the total score, the higher the self-esteen. To avoid an acquiescent set, Rosenberg reversed the order of items three, five, eight, nine, and ten. Fey designed the Acceptance of Others (B-3) and Acceptability to Others (as perceived by the respondents) with the purpose of testing the relationship between feelings of self acceptance, acceptance of others, and feelings of acceptability to others. The low scale scores indicate low acceptance of others and the high scores, high acceptance. Again reverse-order items were in the scale: items 2, 5, 16, 18, 19, 23, 24, and 25.

Instrument C was designed by a consultant in early child development to measure knowledge of child development concepts. The instrument was administered as a questionnaire to ascertain teens' knowledge at their entrance to the program.

Instruments B, B-2, B-3, and C all were administered on a pre- and post-basis to determine growth or change in the areas tapped by the instruments.

Instruments D and E occurring in September and May were designed to determine where the student was in terms of why he or she took the class, future plans career-wise and parenting-wise, personal relationships, and knowledge of basic terms and of child-related careers. The same questions, except for the tenses, were asked on the May Teen Interview (Instrument E) in addition to questions regarding an assessment of the program from teens' perspective.

The final instrument used for the experimental teens were two observation schedules (Instrument F and F-2). Instrument F was used for individual teen observations while the teens were at the kindergarten or child center. The schedules and the coding categories were developed by Elizabeth Prescott, et al., at Pacific Oaks College, Pasadena, California. Instrument F-2 was used for an overall observation of the center or kindergarten in Chicago and Little Rock. (The same instrument was not used in San Antonio since there was no center.) These categories, again, were developed by Prescott, et al. There were sufficient misunderstanding and delay in the use of the observation schedules to prevent any analysis of the data at the present writing. SSRI staff will attempt to analyze the incorrect and incomplete data to be included in a supplementary report.

Control teens.--Comparability and comparison of growth between the experimental and control teens required use of as many of the same instruments as possible. Accordingly, Instruments A, B, B-2, B-3, and C were administered to the control teens at approximately the same time as to the experimental teens. Since the rationale for the instrument is given above, it will not be repeated here. The September and May Teen Interviews and Program Assessment and the observation schedules did not apply to the control teens.

Young children.--The concern of the evaluation from the standpoint of young children was to avoid their being hurt by the programs. Only two instruments applied to these respondents: (1) Instrument J, Child Personal Data Form, and (2) Instrument I (not included), which was the Preschool Attainment Record (PAR).

Instrument J was designed to provide demographic data for the young children and their families. The PAR was developed and standardized by the American Guidance Service, Inc., and was used for all three years of the programs on a pre- and post-basis.

Parents of adolescents.--The parents of adolescents were asked to complete Instrument B (PARI) and were telephoned or personally interviewed for an assessment of the program as parents of the experimental teens.

Parents of children.--The parents of young children also were asked to complete the PARI on a pre- and post-basis for comparison with the teens, experimental and control, parents of teens, and all staff. These parents completed the knowledge of child development questionnaires (Instrument K) on a pre-basis, but so much difficulty was encountered by the parents through fear of not knowing the answers and difficulty with language that the post-instrument was revised to include primarily closed-ended questions (Instrument K-2). As a result of these modifications, the instruments are not comparable. The same modifications were not made for the teens. The parents of young children also completed a closed-ended assessment of the program and its impact on their lives and those of their children (Instrument L).

Project Director and staff.--The project directors and all staff members were administered the PARI on a pre- and post-basis. In addition, these respondents were interviewed (Instruments M and N) for a program assessment with open-ended questions.

Follow-ups.--The first and second year ACT participants were located, if possible, by questionnaire, telephone interview, or personal interview to obtain a retrospective assessment of the programs from their perspective.

Summary.--A total of 16 instruments, designed or previously standardized, was used for seven categories of respondents. These instruments provided demographic information for the teens, young children, and their parents. Additionally, certain instruments allowed for comparisons between respondents on the same questions on a before and after basis across several categories of respondents with attitude toward child-rearing techniques and knowledge of child development concepts. All participants, except the young children, were asked to make assessments of the programs. The experimental and control teens were administered the same instruments where applicable.

Procedures

The second-year formative evaluation design called for a local observer at each of the sites and a common observer to visit all of the sites and derive an overall view of the programs. Each site had found a local observer-evaluator by the time SSRI began working with them and provided the common observer. In September, 1972, SSRI staff visited each site and discussed in detail the summative third-year evaluation design. At the time of the visits, potential problems were raised and resolved to the extent possible. The common observer visited each of the sites several times again during the grant year to work with the local observers and to assist in data collection. These visits also served the function of attempting to resolve any additional problems that had been encountered. Regular contact was maintained between project staff and SSRI staff by way of letters or telephone calls.

The local observer-evaluators collected most of the data according to the Project ACT Timetable (Fig. 6). Some delays were encountered with the first data collection efforts such that data were still being sent in December, one to two months after the proposed deadlines.

Experimental Design

The experimental design for the evaluation of Project ACT is the classical experimental design with before and after measurements and experimental and control groups for the teens. The before and after design applies also to other categories of respondents without experimental or control groups.

Additionally, the design is factorial in nature which allows for analysis of nominal predictor variables with interval criteria variables. Such a design provides for the use of factor analysis and analysis of variance (which will be done over the summer since the programs for these analyses were received too late in the project year to incorporate them at this writing).

PROJECT ACT SUMMATIVE DESIGN TIMETABLE

INSTRUMENT	DATES OF ADMINISTRATION	DATES OF SUBMISSTION TO SSRI	ADMINISTER TO WHOM
A. Teen Personal Data Form	Immediately	October 13, 1973	Experimental and control teens
B. PARI	Immediately and April, 1973	October 13, 1972 April 13, 1973	Experimental and control teens Children's Parents Teen's parents Staff (all)
B-2. Self esteem B-3. Acceptance of others	Immediately and April 13, 1973	October 13, 1972 April 13, 1973	Experimental and control teens
C. Knowledge of child development concepts	Immediately and April 13, 1973	October 13, 1972 April 27, 1973	Experimental and control teens
D. September Teen Interview	Immediately	October 13, 1972	Experimental teens
E. May Teen Interview and Program Assessment	Late April	May 11, 1973	Experimental teens
F. Observation schedule	Monthly	Monthly-last due by May 18, 1973	Experimental teens
G. Parents of youth (telephone or personal)	March 1, 1973	March 15, 1973	Parents of experimental teens
H. Follow-up of former ACT students	October 15, 1972 February 1, 1973	November 9, 1972 March 1, 1973	First year ACT teens Second year ACT teens
I. Preschool Attainment Record (PAR)	Immediately and April	October 20, 1972 April 20, 1973	Young children in program

TIMETABLE--CONTINUED

J. Child Personal Data Form	Immediately	October 13, 1972	Young children in program
K. Knowledge of child development concepts	Immediately and May	October 13, 1972 May 11, 1973	Parents of young children
L. Parents of children assessment	April, 1973	April 20, 1973	Parents of young children
M. Staff assessment of program	May, 1973	May 11, 1973	All staff participants
N. Project director's assessment	May, 1973	May 11, 1973	Project directors

Fig. 6.--Project ACT Summative Design Timetable

V. RESULTS

The original proposal called for the contextual, conceptual, demographic, and programmatic components of the programs. To this point, the demographic components have been omitted because SSRI considered these to be part of the demographic characteristics of the program service areas. Such areas could not be discussed adequately without U. S. Census data which were available at the time of writing the report. All demographic data relating to the service areas are based on the 1970 Census data for census tracts that were served by the projects. The following discussion, therefore, will concern itself with the description of the service areas, the categories of individuals served, and comparisons between these individuals.

Demographic Characteristics of the ACT Service Areas

Demographic data are difficult to obtain for intercensal years, but the present study had the advantage of the 1970 Census data, the first year of operation for the programs. The information to be presented is based on such data and will be discussed in detail as necessary. Many of the tables used do not provide percentages or summary statistics since the Census Bureau did not furnish such data. These entries in the tables are for information only. Where medians, means, percentages, and other summary statistics were available, they have been used. A full interpretation for the various cities and standard metropolitan statistical areas would be most tedious and not particularly meaningful in the present context. If insufficient data are present in the tables, the sources of information are indicated fully for further information.

Prior to a discussion of the data, however, a few explanations might be useful. Census tracts are defined as

> small areas into which large cities and adjacent areas have been divided for statistical purposes. Tract boundaries were established cooperatively by a local committee and the Bureau of the Census. Tracts were generally designed to be relatively uniform with respect to population characteristics, economic status, and living conditions. The average tract has about 4,000 residents. Tract boundaries are established with the intention of being maintained over a long time so that comparisons may be made from census to census.[1]

Note should be made also about the requirements for Spanish language and Spanish surname statistics. In those census tracts containing 400 or more persons of Spanish language as a mother tongue or persons with Spanish surname or Negro persons, the census tracts carried selected information about these populations as separate from the data for each tract. The use of the word Negro is the one designated by the Census Bureau. In all three cities, which were part of a Standard Metropolitan Statistical Area, there

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[1] U.S. Department of Commerce, Bureau of the Census, Census of Population and Housing: 1970 (Washington: U.S. Government Printing Office), Census Tracts, Standard Metropolitan Statistical Area, p. App.-2.

were separate census tracts for both ethnic minorities. A comparison of these two minority categories, however, was made only in San Antonio, which was based primarily on a segment of the Mexican American community (Spanish language or Spanish surname). The Chicago project service area was predominantly black, so the only comparison was made with the data for the Chicago black population. Since there were only four of fourteen tracts in Little Rock with substantial black percentages and there were no Spanish surname participants in the program, no comparisons were made by ethnicity.

Whenever "..." appeared there were no data for reasons defined by the Census as not applicable; i.e., not ascertainable, possibly injurious to the respondents through identification, or too few respondents.

Tables 1 through 12 present these data. Although Negroes constituted only 32.7 percent of the population in the city of Chicago, they represented almost one hundred percent of the population within the 19 census tracts of the Project ACT service area (Table 1). The characteristics, therefore, of tracts 2701 through 2719 may be compared primarily with the overall figures for the Negro population. The median school years for Negroes is slightly less than for the city itself and the same finding is true for the Negro population in the service area, ranging from a low of 9.1 years to a high of 11.5 years (only one census tract, 2706, was higher than the city). The median for the city was 11.2 years. Similar findings were evident for the percentage of high school graduates with the city percentage being 43.9 (Table 1).

The Negro population, in general, had a median family income of $7,883, which was considerably lower than the city as a whole with a median of $10,242 (Table 2). The median family incomes in the service area tracts all were below the Negro population and in some cases substantially lower. As might be expected from these figures, the percentage of all families with incomes below the poverty level was higher for the Negro population than for the city, and was considerably higher, despite variation, within the census tracts. The percentage of families receiving public assistance income and the mean size of family were consistent with these findings; i.e., higher percentages, almost and over fifty percent below the poverty level for the census tracts as compared with the city at 36.8 percent, and larger families with the exception of three tracts.

In all of the census tracts there were housing units that lacked some or all plumbing facilities and complete kitchen facilities and direct access. The median values of owner-occupied housing units were consistently lower in the tracts than for the city ($21,200) and in some cases were less than half of the city value. One tract approached the median for the Negro population and one equalled this median of $19,400. The remainder were lower (Table 3). At the same time, however, residents of the service area paid higher rents than would be indicated by their economic status. The city median for contract rent was $108 and the tract medians ranged from $87 to $112.

The service area for Project ACT in Chicago may be summarized as predominantly Negro, undereducated, and economically depressed. With these findings, it should be remembered also that the mean sizes of the families tended to be larger than for the city as a whole. Negroes in the service area also tended to be less well off than the Negro population of the city, although some tracts equalled or nearly equalled this population. The total

TABLE 1

GENERAL AND SOCIAL CHARACTERISTICS OF THE POPULATION, CHICAGO PROJECT ACT SERVICE AREA

Characteristics	City of Chicago	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711
		Census Tracts										
Race												
All persons	3,366,957	825	3,494	3,529	2,354	3,092	1,863	1,061	1,630	955	2,889	3,434
White	2,207,767	10	31	133	18	54	40	21	9	5	17	53
Negro	1,102,620	815	3,456	3,391	2,331	3,005	1,816	1,035	1,617	947	2,864	
Percent Negro	32.7	98.8	98.9	96.1	99.0	97.2	97.5	97.5	99.2	99.2	99.1	98.2
Marital Status												
Male, 14 years old and over	1,176,006	250	1,089	1,005	728	788	627	329	565	328	808	1,067
Single	375,514	67	377	373	255	251	225	110	161	101	270	379
Married	705,712	155	609	552	427	474	339	191	339	180	476	605
Separated	34,121	24	107	92	47	69	41	53	81	28	68	115
Widowed	48,847	18	59	45	22	32	18	14	38	13	45	41
Divorced	45,933	10	44	31	24	31	45	14	27	34	17	42
Female, 14 years and over	1,344,818	317	1,262	1,309	842	1,150	709	392	601	321	1,074	1,277
Single	342,199	71	338	376	227	359	242	103	134	64	345	353
Married	732,763	171	668	638	499	567	365	214	356	194	534	694
Separated	64,592	42	168	184	103	154	71	79	93	39	125	203
Widowed	196,743	49	182	217	77	163	61	54	80	44	149	164
Divorced	73,113	26	74	78	39	61	41	21	31	19	46	66
Years of School Completed:												
Persons 25 Years Old and Over	1,903,382	330	1,742	1,602	1,062	1,271	916	511	834	575	1,355	1,635
No school years	40,022	6	28	4	5	49	5	10	25	8	41	51
Elementary: 1 to 4 years	87,732	29	154	167	57	102	17	26	65	80	109	76
5 to 7 years	216,120	62	333	278	181	194	141	65	149	133	226	357
8 years	305,920	63	178	271	180	248	123	84	133	63	177	318
High school: 1 to 3 years	417,677	100	529	501	288	339	206	158	294	193	391	415
4 years	505,141	42	380	228	277	283	327	120	141	72	289	301
College: 1 to 3 years	177,260	22	103	110	69	49	88	24	23	12	112	96
4 years or more	153,510	6	37	43	5	7	9	24	4	14	10	21
Median school years	11.2	9.2	10.0	9.5	10.1	9.4	11.5	10.3	9.5	9.1	10.0	9.1
% high school graduates	43.9	21.2	29.9	23.8	33.1	26.7	46.3	32.9	20.1	17.0	30.3	25.6

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TABLE 1--Continued

Characteristics	Census Tracts								All Negroes
	2712	2713	2714	2715	2716	2717	2718	2719	
Race									
All persons	3,840	2,801	6,753	2,236	2,494	3,730	3,132	2,073	1,098,569
White	67	81	140	13	44	30	74	45	...
Negro	3,733	2,714	6,607	2,222	2,444	3,697	3,036	2,025	1,098,569
Percent Negro	97.2	96.9	97.8	99.4	98.0	99.1	96.9	97.7	100.0
Marital Status									
Male, 14 years old and over	1,068	779	1,910	559	690	893	783	517	...
Single	437	322	637	223	279	395	328	202	...
Married	551	393	1,132	304	369	467	421	291	...
Separated	72	59	144	32	33	49	45	37	...
Widowed	47	37	66	15	17	24	21	12	...
Divorced	33	27	75	17	25	7	13	12	...
Female, 14 years and over	1,247	880	2,223	720	802	1,205	1,002	656	...
Single	379	273	555	213	264	459	373	225	...
Married	682	484	1,352	407	444	606	541	348	...
Separated	194	145	362	131	102	186	172	82	...
Widowed	119	77	196	67	61	95	61	54	...
Divorced	67	46	120	33	33	45	27	29	...
Years of School Completed:									
Persons 25 Years Old and Over	1,456	1,068	2,801	858	880	1,158	1,091	619	510,298
No school years	24	20	30	18	24	43	26	17	8,274
Elementary: 1 to 4 years	143	57	151	35	81	88	172	42	30,595
5 to 7 years	245	155	497	118	146	204	208	131	69,994
8 years	201	133	409	132	131	177	112	90	61,530
High school: 1 to 3 years	426	342	891	342	170	347	328	199	138,793
4 years	333	298	674	163	247	289	204	136	134,993
College: 1 to 3 years	80	44	123	36	72	10	33	4	45,198
4 years or more	4	19	26	14	9	0	8	0	20,921
Median school years	9.8	10.5	10.1	10.1	10.0	9.6	9.3	9.4	10.8
% high school graduates	28.6	33.8	29.4	24.8	37.3	25.8	22.5	22.6	39.4

•Source:U.S. Department of Commerce, Bureau of the Census, Census of Population and Housing: 1970 (Washington: U.S. Government Printing Office), PHC(1)-43, Part 1, Census Tracts, Chicago, Illinois. Standard Metropolitan Statistical Area, pp. P-1 to P-236, P-503.

TABLE 2

LABOR FORCE AND ECONOMIC CHARACTERISTICS OF THE CHICAGO PROJECT ACT SERVICE AREA*

Characteristics	City of Chicago	Census Tracts									
		2701	2702	2703	2704	2705	2706	2707	2708	2709	2710
Male, 16 years old and over	1,110,894	177	1,052	882	671	742	604	290	545	309	761
Employed (civilian)	816,916	106	645	546	456	468	409	223	369	147	439
Unemployed (civilian)	35,248	9	26	29	29	78	11	21	18	7	25
Female, 16 years old and over	1,282,174	271	1,210	1,208	800	1,075	714	338	509	363	1,017
Employed (civilian)	570,992	97	467	383	321	351	212	119	187	151	374
Unemployed (civilian)	28,276	12	17	24	57	19	13	18	12	4	0
1969 Income of Families and Unrelated Individuals											
All families	826,441	138	740	750	587	615	415	230	335	208	681
Median income	$10,242	$7,043	$7,741	$5,569	$6,569	$5,721	$5,819	$7,222	$6,633	$6,467	$7,201
Mean income	$11,418	$7,163	$8,282	$6,895	$8,756	$7,472	$7,308	...	$7,456	$9,352	$7,449
Families and unrelated individuals	1,232,039	226	1,164	1,062	731	1,046	737	390	657	436	991
Median income	$7,983	$4,400	$5,792	$4,276	$5,801	$4,237	$5,259	$6,077	$5,116	$5,115	$4,739
Mean income	$9,300	$5,451	$6,363	$5,660	$7,861	$5,509	$5,940	...	$5,871	$6,284	$5,962
Unrelated individuals	405,598	88	424	312	144	431	322	160	322	228	310
Median income	$3,948	$1,737	$2,421	$2,214	$5,259	$1,797	$4,000	$4,696	$3,909	$2,952	$1,840
Mean income	$4,986	$2,765	$3,013	$2,691	$4,214	$2,708	$4,177	$4,871	$4,223	$3,486	$2,696
Income below Poverty Level:											
Families	87,928	24	136	280	191	183	87	40	72	45	149
Percent of all families	10.6	17.4	18.4	37.3	32.5	29.8	21.0	17.4	21.5	21.6	21.9
Mean family income	$2,010	...	$2,151	$2,084	$2,248	$2,413	$1,909	$2,015	$2,028	$1,068	$1,669
Mean family deficit	$1,739	...	$1,609	$2,186	$1,750	$1,771	$1,777	$2,583	$1,838	$3,108	$1,703
Percent receiving public assistance income	36.8	...	48.5	45.4	41.4	48.1	44.8	42.5	45.8	33.3	41.6
Mean size of family	4.18	...	4.09	5.31	4.44	4.88	3.98	5.30	4.13	4.78	3.48

TABLE 2--Continued

Characteristics	Census Tracts									All Negroes
	2711	2712	2713	2714	2715	2716	2717	2718	2719	
Male, 16 years old and over	967	937	746	1,754	475	660	716	680	426	302,076
Employed (civilian)	622	562	488	1,192	344	409	477	418	254	206,159
Unemployed (civilian)	43	56	53	99	23	43	51	85	20	14,299
Female, 16 years old and over	1,178	1,150	847	2,136	663	739	1,074	905	457	371,341
Employed (civilian)	510	369	321	767	261	255	305	204	102	157,629
Unemployed (civilian)	51	40	17	113	47	28	43	60	4	12,698
1969 Income of Families and Unrelated Individuals										
All families	725	797	575	1,482	481	511	709	587	355	244,626
Median income	$5,763	$5,042	$6,932	$6,065	$7,018	$7,797	$5,762	$6,310	$7,397	$7,883
Mean income	$6,734	$5,730	$7,675	$6,977	$8,117	$8,465	$6,918	$6,512	...	...
Families and unrelated individuals	1,110	1,119	819	2,096	544	729	808	713	412	...
Median income	$5,074	$3,840	$4,918	$5,009	$6,404	$6,009	$5,329	$5,479	$7,140	$6,382
Mean income	$5,485	$4.863	$6,186	$5,848	$7,601	$6,918	$6,443	$5,798	...	...
Unrelated individuals	385	322	244	614	63	218	99	126	57	...
Median income	$2,146	$2,235	$1,563	$3,167	$4,794	$3,000	$4,096	$1,438	$5,050	...
Mean income	$3,133	$2,717	$2,677	$3,125	$3,661	$3,294	$3,040	$2,469	$5,039	...
Income below Poverty Level:										
Families	207	374	157	405	127	138	287	224	100	50,548
Percent of all families	28.6	46.9	27.3	27.3	26.4	27.0	40.5	38.2	28.2	20.7
Mean family income	$2,159	$2,153	$2,357	$2,329	$2,472	$2,454	$2,206	$2,151	$2,012	$2,176
Mean family deficit	$1,868	$1,889	$1,853	$1,792	$2,507	$1,728	$2,250	$2,250	$2,536	$1,901
Percent receiving public assistance income	42.5	41.4	72.6	53.3	59.1	73.9	51.9	57.1	27.0	50.6
Mean size of family	4.44	4.66	4.90	4.75	5.90	4.96	5.21	5.06	5.28	4.69

*Source: U.S. Department of Commerce, Bureau of the Census, Census of Population and Housing: 1970 (Washington: U. S. Government Printing Office), PHC(1)-43, Part 1, Census Tracts, Chicago, Illinois, Standard Metropolitan Statistical Area, pp. P-237 to P-472, P-504.

TABLE 3

OCCUPANY, UTILIZATION, AND FINANCIAL CHARACTERISTICS OF CHICAGO PROJECT ACT AREA HOUSING UNITS*

Characteristics	City of Chicago	Census Tracts									
		2701	2702	2703	2704	2705	2706	2707	2708	2709	2710
Lacking Some or All Plumbing Facilities											
All units	52,053	7	110	73	27	24	63	102	196	40	40
Owner occupied	4,850	1	8	3	3	0	1	3	6	2	5
Negro	877	1	8	3	3	0	1	3	6	2	3
Renter occupied	39,140	4	80	62	17	23	56	90	149	38	34
Negro	13,422	4	80	54	17	13	50	83	149	33	34
Vacant, year-round	8,063	2	22	8	7	1	6	9	41	0	1
Complete Kitchen Facilities and Access											
Lacking complete facilities	40,727	5	176	27	12	15	91	10	109	43	16
Access only through other living quarters	2,694	0	8	7	2	2	2	3	4	2	1
Persons Per Room											
1.00 or less	1,025,341	192	841	710	527	775	563	301	532	255	733
1.01 to 1.50	82,630	28	130	142	97	125	76	38	56	39	96
1.51 or more	29,883	14	60	80	34	45	34	30	35	21	39
Value: Owner Occupied											
Median	$21,200	$13,100	$13,900	$14,500	$14,000	...	$17,900	$12,900	$16,300	$13,800	$12,500
Contract Rent											
No cash rent	13,967	3	26	8	9	3	5	4	9	2	10
Median	$108	$95	$91	$101	$108	$104	$103	$95	$87	$89	$98

TABLE 3—Continued

Characteristics	Census Tracts									All Negroes
	2711	2712	2713	2714	2715	2716	2717	2718	2719	
Lacking Some or All Plumbing Facilities										
All units	111	81	68	114	27	37	38	13	20	...
Owner occupie	5	6	1	3	5	0	4	2	0	...
Negro	5	6	1	3	5	0	4	1	0	...
Renter occupied	87	68	60	99	18	36	11	10	19	...
Negro	84	64	55	98	18	24	11	10	18	...
Vacant, year-round	19	7	7	12	4	1	23	1	1	...
Complete Kitchen Facilities and Access										
Lacking complete facilities	139	49	95	93	4	57	37	46	24	...
Access only through other living quarters	4	4	3	2	0	7	5	3	5	...
Persons Per Room										
1.00 or less	883	738	494	1,434	360	457	515	513	292	258,032
1.01 to 1.50	114	167	127	304	118	123	170	132	86	40,314
1.51 or more	71	104	65	159	23	53	70	54	54	16,294
Value: Owner Occupied										
Median	$11,900	$10,800	$10,000	$18,400	$19,400	$17,500	$13,800	$12,400	$11,100	$19,400
Contract Rent										
No cash rent	9	15	7	22	1	2	3	0	2	...
Median	$90	$104	$107	$111	$111	$105	$112	$101	$98	$107

*Source: U.S. Department of Commerce, Bureau of the Census, Census of Population and Housing: 1970 (Washington: U.S. Government Printing Office), PHC(1)-43, Part 2, Census Tracts, Chicago, Illinois, Standard Metropolitan Statistical Area, pp. H-1 to H-118, H-237.

picture of the area, then, indicates why it is part of the redevelopment plan in Chicago.

Examination of the data for Little Rock by census tracts is quite different. Of the fourteen tracts served by Project ACT, only four have any substantial Negro population, ranging from 53.8 to 97.8 percent, as compared with a Negro percentage for the city as a whole of 25.0 (Table 4). The other census tracts in the service area contain less than ten percent Negroes with two exceptions, 11.4 and 18.2 percent. The median school years for the city of Little Rock was 12.4 and only three of the census tracts had fewer median years than 12.0 (Table 4). Despite the median school years, only three tracts equalled or surpassed the city percentage of high school graduates, which was 64.1.

The three census tracts that were greater than the city on percent of high school graduates were higher also than the city for median family income (Table 5). The remaining tracts were below the city median with the lowest being greater than one-half less. While the city had a low percentage of families with incomes below the poverty level (13.5 percent), only four tracts had lower percentages and one was just slightly greater (13.8 for the tract as compared with 13.5 percent for the city). The percentages of families receiving public assistance income compared favorably with the city percentage with only two tracts having a larger percentage than the city as a whole. It might be noted that the same three census tracts mentioned above with regard to family income had no families receiving public assistance income (Table 5). In general, also, Table 5 illustrates the finding that the mean size of families in the census tracts was smaller than the city except in two tracts, one of which was a full person larger.

With one exception, all of the census tracts had some housing units that lacked some or all plumbing facilities and lacked complete kitchen facilities (Table 6). Despite the income differentials noted above, the owner-occupied housing had median values lower than the city median of $15,800 with two exceptions (two of the three tracts discussed above). Seven of the census tracts had median contract rents above the city median with two being more than twice as much as this median. The remaining eight were below the city median, but in most instances the difference was less than $10 (Table 6).

In summary, then, Little Rock census tracts constituting the Project ACT service area were predominantly white, with twelve or more years of education as the median for most. There was diversity in the income characteristics of the census tracts ranging above and below the city for median family income. The poverty level was relatively low in terms of income, and family size tended to be lower than for the city. Diversity was found also in the values of owner-occupied housing and contract rentals. Certain characteristics of the census tracts did follow a pattern that is well known with regard to the correlation between education and income characteristics.

San Antonio, with a Negro percentage of the population at 7.6, had a Spanish language and Spanish surname population that accounted for 52.2 percent (Table 7). These characteristics are reflected in the census tracts

TABLE 4

GENERAL AND SOCIAL CHARACTERISTICS OF THE POPULATION, LITTLE ROCK, ARKANSAS, PROJECT ACT SERVICE AREA*

Characteristics	Census Tracts														
	Little Rock	0001	0008	0009	0010	0011	0012	0013	0014	0015	0016	0017	0018	0019	21.02
Race															
All persons	132,483	1,000	1,015	1,314	4,486	6,270	2,375	5,453	4,036	9,352	5,740	883	6,317	5,499	4,173
White	99,087	950	21	1,249	2,406	640	2,148	2,516	3,787	9,169	5,697	795	5,159	4,852	4,132
Negro	33,074	42	993	52	2,063	5,628	213	2,935	236	142	39	81	1,147	626	28
Percent Negro	25.0	4.2	97.8	4.0	46.0	89.8	9.0	53.8	5.8	1.5	0.7	9.2	18.2	11.4	0.7
Marital Status															
Male, over 13 yrs.	44,485	428	349	599	1,463	1,942	822	1,722	1,446	3,158	2,070	419	1,998	1,977	1,543
Single	10,973	135	117	192	424	575	177	454	298	866	454	247	460	469	375
Married	30,267	168	177	252	845	1,193	565	1,100	1,014	2,136	1,489	120	1,419	1,359	1,098
Separated	731	26	31	19	37	73	6	38	18	25	13	10	20	22	9
Widowed	1,362	51	23	35	85	81	47	83	53	59	42	20	66	68	21
Divorced	1,883	74	32	120	109	93	33	85	81	97	85	32	53	81	49
Female, over 13 yrs.	55,031	500	504	620	2,103	2,436	1,066	2,375	1,990	4,423	2,656	439	2,885	2,289	1,764
Single	11,221	100	213	156	493	609	151	528	341	1,004	500	161	510	364	348
Married	31,119	164	157	214	917	1,258	577	1,160	1,043	2,183	1,502	178	1,474	1,378	1,132
Separated	1,373	31	18	10	88	126	18	92	26	47	21	23	70	41	34
Widowed	8,795	136	95	163	491	366	254	502	421	891	498	52	661	374	164
Divorced	3,896	100	39	87	202	103	84	185	185	345	156	48	240	173	120
Years of School Completed															
Persons 25 yrs. & over	75,242	775	525	945	2,555	3,086	1,521	3,057	2,615	5,703	3,893	521	3,880	3,287	2,502
No school years	736	9	0	0	25	62	20	51	8	36	5	0	143	41	6
Elem.: 1 to 4 years	2,378	34	15	58	128	175	54	182	39	58	41	61	62	76	12
5 to 7 years	5,913	75	97	54	314	523	122	463	223	203	49	52	273	248	47
8 years	5,478	79	69	163	306	354	179	306	252	298	99	37	346	371	126
H. sch: 1 to 3 yrs.	12,532	150	52	192	445	757	409	881	607	672	234	90	795	733	278
4 years	24,321	267	172	279	866	639	567	815	867	1,825	1,076	139	1,453	1,194	1,077
Coll.: 1 to 3 years	12,096	117	43	118	299	291	84	272	318	1,249	1,097	46	532	406	555
4 yrs. or more	11,788	44	77	81	172	285	86	87	301	1,362	1,292	96	276	218	401
Median school years	12.4	12.2	12.2	12.0	12.1	10.7	11.8	10.8	12.9	14.2	12.1	12.2	12.2	12.1	12.7
% h. sch. graduates	64.1	55.2	55.6	50.6	52.3	39.4	48.5	38.4	56.8	77.8	89.0	53.9	58.3	55.3	81.3

*Source:U.S. Department of Commerce, Bureau of the Census, Census of Population and Housing: 1970 (Washington: U.S. Government Printing Office), PHC(1)-115, Census Tracts, Little Rock, Arkansas. Standard Metropolitan Statistical Area, pp. P-1 to P-14, Tables P-1 and P-2.

TABLE 5

LABOR FORCE AND ECONOMIC CHARACTERISTICS OF THE LITTLE ROCK PROJECT ACT SERVICE AREA*

Characteristics	Census Tracts													
	Little Rock	0001	0008	0009	0010	0011	0012	0013	0014	0015	0016	0017	0018	21.02
Male, 16 yrs. old and over	41,929	468	333	527	1,381	1,800	818	1,606	1,403	3,005	1,968	420	1,891	1,464
Employed (civilian)	30,705	297	191	277	976	1,132	515	1,113	973	2,278	1,494	68	1,284	1,140
Unemployed (civilian)	918	12	21	6	31	48	15	41	36	65	19	5	50	24
Female, 16 yrs. old and over	24,754	501	486	633	1,979	2,269	1,044	2,309	1,930	4,205	2,575	430	2,765	1,672
Employed (civilian)	23,806	307	188	318	946	1,069	411	1,019	930	2,173	895	48	1,165	797
Unemployed (civilian)	948	15	0	10	32	96	0	73	54	36	36	0	66	15
1969 Income of Families and Unrelated Individuals														
All families	34,591	248	213	286	1,082	1,439	650	1,381	1,162	2,467	1,547	44	1,732	1,194
Median income	$8,786	$5,362	$5,567	$4,238	$5,840	$5,750	$6,395	$5,975	$7,437	$9,872	$13,584	$5,455	$7,541	$11,011
Mean income	$10,436	$6,183	$8,106	$5,547	$6,711	$6,481	$6,461	$6,446	$8,310	$11,189	$18,260	$10,303	$7,846	$11,958
Families and unrelated individuals	48,889	685	567	802	2,003	2,009	966	1,969	1,867	4,000	2,469	302	2,304	1,616
Median income	$6,724	$3,776	$1,521	$3,727	$3,907	$4,118	$4,632	$4,747	$5,856	$6,992	$9,732	$1,154	$6,274	$9,529
Mean income	$8,558	$4,577	$3,864	$4,467	$4,808	$5,180	$4,914	$5,499	$6,715	$8,801	$14,541	$2,661	$6,713	$10,374
Unrelated individuals	14,298	437	354	516	921	570	316	508	705	1,533	922	258	572	422
Median income	$2,746	$3.007	$ 902	$3,372	$1,997	$1,423	$1,364	$2,333	$3,356	$4,146	$[illegible],565	$ 957	$2,406	$3,917
Mean income	$4,014	$3,666	$1,311	$3,868	$2,572	$1,897	$1,734	$3,274	$4,086	$4,958	$8,301	$1,357	$3,282	$5,894
Income Below Poverty Level														
Families	4,658	57	80	72	211	388	90	308	90	125	83	11	353	82
Percent of all families	13.5	23.0	37.6	25.2	19.7	27.0	13.8	22.3	7.7	5.1	5.4	25.0	20.4	6.9
Mean family income	$2,048	$1,857	$1,908	$2,028	$2,215	$2,496	$ 991	$2,081	$2,534	$1,642	$1,616	$.....	$1,823	$1,362
Mean income deficit	$1,533	$ 655	$1,159	$1,609	$1,348	$1,666	$1,993	$ 759	$ 759	$1,245	$ 949	.....	$1,491	$1,023
Percent receiving public assistance income	17.1	12.3	27.5	11.1	22.5	16.5	15.6	12.7	10.0	2.2	0	0	21.5	0
Mean size of family	3.95	2.07	2.98	4.01	3.85	4.94	2.97	3.85	3.49	2.83	2.40	.....	3.49	3.28

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*Source: U.S. Department of Commerce, Bureau of the Census, Census of Population and Housing: 1970 (Washington: U.S. Government Printing Office), PHC(1)-115, Census Tracts, Little Rock, Arkansas. Standard Metropolitan Statistical Area, pp. P-15 to P-28, Tables P-3 and P-4.

TABLE 6

OCCUPANCY, UTILIZATION, AND FINANCIAL CHARACTERISTICS OF LITTLE ROCK AREA HOUSING UNITS*

Characteristics	Census Tracts							
	Little Rock	0001	0008	0009	0010	0011	0012	0013
Lacking Some or All Plumbing Facilities								
All units	1,168	143	74	75	32	46	13	39
Owner occupied	223	2	5	3	8	5	4	17
Negro	116	0	5	0	6	5	0	8
Renter occupied	745	94	61	65	20	29	7	19
Negro	303	7	58	1	7	24	0	5
Vacant, year-round	200	47	8	7	4	12	2	3
Complete Kitchen Facilities and Access								
Lacking complete facilities	1,065	152	69	56	70	31	8	59
Access only through other living quarters	26	1	1	5	1	1	0	0
Persons per Room								
1.00 or less	42,345	574	321	708	1,591	1,562	823	1,665
1.01 to 1.50	2,120	6	12	10	99	208	43	145
1.51 or more	829	15	15	10	49	60	4	55
Value - Owner Occupied								
Median	$15,800	$14,000	$12,100	$11,900	$11,800	$12,300	$10,100	$10,300
Contract Rent								
No cash rent	2,988	15	10	19	41	18	24	27
Median	$ 70	$ 63	$ 49	$ 63	$ 65	$ 64	$ 67	$ 63

TABLE 6--Continued

Characteristics	Census Tracts						
	0014	0015	0016	0017	0018	0019	21.02
Lacking Some or All Plumbing Facilities							
All units	23	15	8	0	13	22	12
Owner occupied	6	1	1	0	4	4	8
Negro	0	0	0	0	1	0	...
Renter occupied	14	9	1	0	8	11	4
Negro	0	0	1	0	3	1	0
Vacaht, year-round	3	5	6	0	1	7	0
Complete Kitchen Facilities and Access							
Lacking complete facilities	28	43	39	0	14	24	4
Access only through other living quarters	5	2	0	0	2	0	0
Persons per Room							
1.00 or less	1,694	3,616	2,332	53	2,134	1,820	1,425
1.01 to 1.50	31	60	15	0	111	93	
1.51 or more	10	18	9	0	22	31	8
Value - Owner Occupied							
Median	$12,000	$15,000	$23,700	....	$13,800	$11,500	$18,800
Contract Rent							
No cash rent	17	66	40	14	33	32	21
Median	$ 77	$ 92	$ 147	$95	$ 60	$ 75	$ 149

*Source: U.S. Department of Commerce, Bureau of the Census, Census of Population and Housing: 1970 (Washington: U.S. Government Printing Office), PHC(1)-115, Census Tracts, Little Rock, Arkansas. Standard Metropolitan Statistical Area, pp. H-1 to H-7, Table H-1.

of the Project ACT service area in which Negroes accounted for less than three percent of the tract populations with two exceptions, in which the maximum percentage was 32.3. Since the program was designed primarily for Mexican American families and adolescents, the ethnic composition of the tracts was appropriate. The median school years completed for the city was less than high school graduation (10.8) with 42.7 percent of the population being high school graduates. The census tracts were substantially lower, with a maximum median of 8.6 school years and a maximum percentage of high school graduates being 28.7 (Table 7).

Of the eight census tracts in the ACT service area, eight met the criteria for inclusion of Spanish language or surname respondents and two met the criteria also for Negro respondents. In all of these census tracts, the dominant type of household was one with husband and wife present (Table 8). In the Spanish language and surname tracts, the median school years was well below the city median while the Negro population in the two census tracts was above the city median with 11.1 and 12.2 years (Table 8). When the highest percentage for the Spanish surname tracts, 27.1, was compared with the lowest percentage for Negro tracts, 42.4, on high school graduates, a statistically significant difference was found using the test for significance of the differences in proportions.

The median family income for the city of San Antonio was $7,734 and the median family income for all the census tracts was lower than the city (Table 9). The percentage of all families with incomes below the poverty level was higher for all census tracts than for the city with some ranging two to three times higher. Despite the low income levels and the percentages below the poverty level, only three census tracts were greater than the city for percentages of families receiving public assistance income. In each census tract, the mean size of families was greater than for the city, ranging, in the majority of cases, almost to one more person (Table 9).

The economic characteristics of the Negro and Spanish surname populations indicated that, while the median family incomes for the relevant census tracts all were below the city median, one census tract with sufficient numbers of Negroes revealed the highest median family income which approached the city median (Table 10). One Spanish surname tract was just slightly below the Negro tract. The other Negro tract was among the highest median family incomes. The percentages of all families with incomes below the poverty level was higher than the city percentage. It is interesting to note, however, that the one census tract that had a total higher percentage of 51.3 in the general data on the tracts was one of the Negro tracts and the ethnic comparisons showed it to have the lowest percentage of 19.0. At the same time, the Spanish surname population of the same census tract had a percentage of 59.4 families with incomes below the poverty level. With one exception, all of the census tracts decreased the percentages of families receiving public assistance income on the ethnic comparisons (Table 10). There were mixed findings for the mean size of family by ethnicity.

All housing units in the census tracts lacked some or all plumbing facilities and complete kitchen facilities (Table 11). The median value of owner-occupied housing units was consistently lower for the census tracts than for the city. The same finding was obtained for median contract rents,

TABLE 7—Continued

Characteristics					Census Tracts				
	San Antonio City	1708	1709	1710	1711	1712	1714	1715	1716
Years of School Completed									
Persons 25 Years Old and Over	324,856	772	3,141	3,063	1,823	1,566	1,722	3,462	819
No school years	19,399	173	552	897	233	432	125	318	127
Elementary: 1 to 4 years	30,253	154	666	724	354	337	248	476	144
5 to 7 years	49,007	195	720	703	489	327	387	761	186
8 years	26,362	75	216	241	209	81	195	287	84
High school: 1 to 3 years	61,165	89	411	294	325	216	272	643	94
4 years or more	78,381	74	329	154	180	133	402	688	130
College: 1 to 3 years	32,088	12	54	28	11	25	82	220	38
4 years or more	28,201	...	193	22	22	15	11	69	16
Median school years	10.8	5.7	6.5	4.5	6.9	5.1	8.5	8.6	6.8
% high school graduates	42.7	11.1	18.3	6.7	11.7	11.0	28.7	28.2	22.5

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*Source: U.S. Department of Commerce, Bureau of the Census, 1970 Census of Population and Housing (Washington: U.S. Government Printing Office), Census Tracts, San Antonio, Texas, pp. P-1 to P-34.

TABLE 8

GENERAL AND SOCIAL CHARACTERISTICS OF THE SAN ANTONIO NEGRO AND SPANISH SURNAME POPULATIONS*

Characteristics	Spanish Surname								Negro	
	1708	1709	1710	1711	1712	1714	1715	1716	1715	1716
Type of Household										
All Households	370	1,624	1,742	969	833	824	1,123	313	719	117
Male primary individual	19	63	18	23	28	4	26	19	29	17
Female primary individual	14	56	96	27	20	...	32	6	51	...
Husband - Wife	305	1,058	1,325	813	651	700	953	251	504	88
Other male head	6	24	27	13	30	22	13	10	6	...
Female head	26	423	276	93	104	98	99	27	129	12
Years of School Completed										
Persons, 25 years old and over	729	2,892	3,036	1,736	1,525	1,548	2,063	522	1,221	206
No school years	187	456	852	269	421	108	251	124	42	...
Elementary: 1 to 4 years	144	657	760	350	339	231	393	134	89	5
5 to 7 years	161	738	702	449	342	350	567	139	162	11
8 years	78	243	239	150	75	184	124	46	116	35
High School: 1 to 3 years	88	377	303	315	188	256	245	50	294	31
4 years or more	64	336	149	188	129	320	424	22	322	91
College: 1 to 3 years	7	51	31	...	18	92	44	...	165	33
4 years or more	...	34	...	15	13	7	15	7	31	...
Median school years	5.5	6.3	4.5	6.3	5.0	8.5	7.1	5.1	11.1	12.2
% High School Graduates	9.7	14.6	5.9	11.7	10.5	27.1	23.4	5.6	42.4	60.2

*Source: U.S. Department of Commerce, Bureau of the Census, 1970 Census of Population and Housing (Washington: U.S. Government Printing Office), Census Tracts, San Antonio, Texas, P-5, pp. P-69-P-71 and P-7, pp. P-75 to P-86.

TABLE 9

LABOR FORCE AND ECONOMIC CHARACTERISTICS OF THE SAN ANTONIO PROJECT ACT SERVICE AREA*

Characteristics	San Antonio City	1708	1709	1710	1711	1712	1714	1715	1716
		Census Tracts							
Male, 16 years old and over	196,743	559	1,868	2,116	1,275	1,088	1,110	2,300	645
Employed (civilian)	135,411	351	1,221	1,449	929	722	804	1,501	380
Unemployed (civilian)	5,377	5	94						
Female, 16 years old and over	233,423	579	2,844	2,443	1,459	1,163	1,253	2,507	609
Employed (civilian)	86,876	143	857	693	437	287	396	871	136
Unemployed (civilian)	4,669	11	58	68	42	11	22	81	24
1969 Income of Families and Unrelated Individuals									
All Families	156,218	350	1,560	1,643	948	812	887	1,782	435
Median income	$7,734	$5,846	$5,008	$4,716	$6,087	$4,908	$7,311	$6,238	$4,573
Mean income	$9,027	$6,137	$5,371	$5,229	$6,247	$5,212	$7,506	$6,699	$5,013
Families and unrelated individuals	201,594	432	2,145	1,806	1,055	865	891	1,999	502
Median income	$6,563	$5,077	$3,379	$4,429	$5,630	$4,728	$7,318	$5,771	$4,407
Mean income	$7,855	$5,311	$4,273	$4,927	$5,779	$5,032	$7,504	$6,217	$4,816
Unrelated individuals	45,376	82	585	163	107	53	4	217	67
Median income	$2,546	$842	$877	$1,167	$1,129	$1,650	...	$1,508	$2,850
Mean income	$3,820	$1,787	$1,344	$1,888	$1,635	$2,267	...	$2,259	$3,537
Income below Poverty level									
Families	27,277	80	640	627	279	354	208	499	223
Percent of all families	17.5	22.9	41.0	38.2	29.4	43.6	23.4	28.0	51.3
Mean family income	$2,230	$2,353	$2,184	$2,472	$2,457	$2,479	$2,730	$2,708	$2,784
Mean income deficit	$1,726	$2,136	$2,147	$1,939	$1,958	$2,111	$1,717	$1,742	$2,104
Percent receiving public assistance income	21.3	...	43.6	18.8	12.9	25.1	13.3	21.8	11.2
Mean size of family	4.55	5.43	5.08	5.28	5.09	5.80	5.33	5.39	6.10

*Source: U.S. Department of Commerce, Bureau of the Census, *1970 Census of Population and Housing* (Washington: U.S. Government Printing Office), *Census Tracts, San Antonio, Texas*, pp. P-35 to P-68.

TABLE 10

ECONOMIC CHARACTERISTICS OF THE SAN ANTONIO NEGRO AND SPANISH SURNAME POPULATIONS*

Characteristics	Spanish Surname								Negro	
	1708	1709	1710	1711	1712	1714	1715	1716	1715	1716
1969 Family Income										
All families	337	1,505	1,628	919	785	820	1,065	288	639	100
Median income:										
Families	$6,125	$4,925	$4,657	$6,262	$4,544	$7,287	$6,430	$3,750	$6,089	$7,389
Families and unrelated individuals	$5,933	$4,208	$4,375	$5,980	$4,431	$7,294	$6,232	$3,583	$5,500	$6,786
Income below Poverty level										
Families	69	630	639	235	358	195	281	171	171	19
Percent of all families	20.5	41.9	39.3	25.6	45.6	23.8	26.4	59.4	26.8	19.0
Mean family income	$2,153	$2,303	$2,431	$2,357	$2,598	$2,765	$2,949	$2,508	$2,301	....
Mean income deficit	$2,076	$2,047	$1,994	$2,069	$1,923	$1,837	$1,820	$2,455	$1,627	...
Percent receiving public assistance	...	41.3	18.6	12.8	27.1	10.8	20.6	12.9	25.1	...
Mean size of family	5.16	5.09	5.24	5.11	5.70	5.58	6.17	5.99	4.36	...

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*Source: U.S. Department of Commerce, Bureau of the Census, *1970 Census of Population and Housing* (Washington: U.S. Government Printing Office), *Census Tracts, San Antonio, Texas*, P-6, pp. P-72 to P-74, P-8, pp. P-87 to P-98.

with some rents substantially below the city median of $71 (Table 11).

The ethnic comparisons in San Antonio showed fluctuations from the general tract data, although these differences were small, except again for one of the Negro tracts in which the median value of housing for Negores increased by $3,100. The median gross rent, which differs from contract rent since it is an estimate of utility and fuel costs above contract rent, tended in all but one case to be higher than the contract rent medians for the general census tracts. Another figure in Table 12 that was not included for the general census tracts was the median gross rent as a percentage of income for those with incomes less than $10,000. Most of the medians were close to one-fifth of the income for the Spanish surname population in the census tracts. On the other hand, for the one Negro tract where the data were available, the median was 35.0+ (Table 12).

In comparing the three Project ACT service areas, San Antonio and Chicago were more similar in their characteristics of lower educational levels and financial deprivation. The areas are part of the Model Cities and Urban Renewal areas and exhibit many of the characteristics of such areas. Little Rock, on the other hand, tended to serve an area that was better educated and financially less or not depressed. When the Negro and Spanish surname populations were compared in San Antonio, the Negro population of the service area exhibited more education with the concomitant increase in economic benefits, although these benefits were not high.

The Subjects of the Evaluation

As indicated previously, there were seven categories of individuals surveyed: (1) experimental teens, (2) control teens, (3) young children, (4) parents of experimental teens, (5) parents of young children, (6) project staff, and (7) first and second year experimental teens. Each category will be discussed separately prior to the comparative analysis. It would be impossible to cover every item on every instrument; therefore, certain crucial variables will be the basis of each separate discussion.

Two procedural matters were omitted in the section on procedures. Both had to do with the approach to respondents to elicit their cooperation and to assure confidentiality despite space on each instrument for the name of the respondent. Discussion with all program staff and with the local observer-evaluators led to the determination that the basic approach was to inform respondents that, although the evaluation was conducted for a governmental agency, a Washington-based private firm was doing the evaluation. In this manner, the local evaluator, who collected the data, reported only to SSRI about the instruments and did not show them to or discuss them with project staff. Accordingly, neither OCD staff nor project staff would be able to identify any respondent. The Chicago project went even further by identifying each instrument with a number determined by the local evaluator, so there were no names on any of the instruments. The three programs reported no difficulties with these procedures.

Experimental Teens

A total of 110 experimental teens participated in the three Project

TABLE 11

OCCUPANCY, UTILIZATION, AND FINANCIAL CHARACTERISTICS OF SAN ANTONIO AREA HOUSING UNITS*

Characteristics	Census Tracts								
	San Antonio City	1708	1709	1710	1711	1712	1714	1715	1716
Lacking Some or All Plumbing Facilities									
All units	12,328	85	170	448	93	209	94	194	212
Owner occupied	5,253	46	82	207	51	132	71	138	120
Negro	469	4	0	0	0	0	17	60	0
Renter occupied	5,474	22	64	167	33	50	18	46	47
Negro	426	...	0	0	0	0	0	17	0
Vacant year-round	1,601	17	24	74	9	27	5	10	45
Complete Kitchen Facilities and Access									
Lacking complete facilities	9,046	30	66	192	30	56	49	61	126
Access only through other living quarters	156	0	1	0	0	0	1	0	1
Persons Per Room									
1.00 or less	207,307	252	997	1,005	584	453	561	1,248	259
1.01 to 1.50	22,931	71	385	347	240	197	214	393	87
1.51 or more	13,626	72	331	391	209	214	138	289	125
Value-Owner occupied									
Median	$12,200	$6,900	$8,400	$6,300	$8,400	$7,400	$9,900	$8,200	$7,700
Contract Rent									
No cash rent	6,954	6	27	65	22	21	12	22	15
Median	$71	$46	$43	$42	$55	$44	$69	$60	$55

*Source: U.S. Department of Commerce, Bureau of the Census, 1970 Census of Population and Housing (Washington: U.S. Government Printing Office), Census Tracts, San Antonio, Texas pp. H-1 to H-17.

TABLE 12

CHARACTERISTICS OF SAN ANTONIO PROJECT AREA HOUSING UNITS WITH HOUSEHOLD HEAD OF SPANISH SURNAME AND WITH NEGRO HOUSEHOLD HEADS

Characteristics	Spanish Surname								Negro	
	1708	1709	1710	1711	1712	1714	1715	1716	1715	1716
Persons Per Room										
1.00 or less	232	952	998	515	400	524	509	139	553	66
1.01 to 1.50	93	400	399	227	235	197	244	66	108	20
1.51 or more	49	318	312	221	201	123	228	112	60	19
Value-Owner Occupied										
Median	$6,800	$8,400	$6,600	$8,100	$7,400	$10,200	$8,100	$6,000	$8,700	$10,800
Gross Rent										
No cash rent	6	48	42	6	6	7	0	6	13	...
Median	$63	$46	$56	$65	$52	$84	$70	$49	$88	...
Gross Rent as Percentage of Income by Income										
Less than $10,000	54	734	558	297	200	112	164	62	151	...
25 Percent or more	23	198	163	109	41	37	67	12	89	...
35 Percent or more	23	125	102	72	13	11	36	12	70	...
Not computed	6	60	61	32	19	7	7	22	13	...
Median	24.2	20.1	17.8	21.3	18.6	20.2	20.9	17.8	35.0+	...

*Source: U.S. Department of Commerce, Bureau of the Census, 1970 Census of Population and Housing (Washington: U.S. Government Printing Office), Census Tracts, San Antonio, Texas pp. H-35 to H-50

ACT programs during the 1972-1973 program year. It might be pointed out that the San Antonio program did not follow the academic year so it is still in operation through October, 1973. As a consequence, the teen-teachers in San Antonio have not had the benefits of a full year of program activity.

A review of selected personal characteristics of the experimental teens reveals that the ethnic composition was as expected according to the demographic characteristics of the census tracts of the service areas; i.e., all blacks in Chicago, 22.2 percent blacks in Little Rock and no Mexican Americans, and almost all Mexican Americans in San Antonio (Table 13). Female participants were most dominant in Chicago (84.0 percent) while male participant percentages increased in Little Rock (29.6 percent) and in San Antonio (35.5 percent). Fourteen and 15 year old participants were found only in Chicago and San Antonio, while the largest number of participants were 17 years of age because Little Rock's program was limited to high school seniors. A small number of participants were only children. In keeping with the census data in regard to size of family, Chicago and San Antonio experimental teens had more brothers and sisters than did the Little Rock participants (Table 13). Except in Little Rock, very few of the teens were the youngest children in their families. Otherwise, the teens ranged from oldest to younger but not the youngest in terms of ordinal position (Table 13).

Table 14 shows the grade point average for the experimental teens in the semester preceding their entry to the program and their overall average in high school. The students were asked to complete the teen personal data form which was to be verified by the local observer-evaluator for grade point averages. In Little Rock, however, 55.6 percent of the teens indicated "don't know" answers which may not have been verifiable (Table 14). The average grade point average varied across the programs such that 60.0 percent of Chicago teens were C students and 45.1 percent of the San Antonio teens were B students. The only A students were in Little Rock and San Antonio and the only D student was in Chicago. The majority of students in Chicago and Little Rock held overall grade point averages of C, while the modal average for San Antonio was B (Table 14).

It was mentioned previously that the Hollingshead Two Factor Index of Social Position was used to determine parental social status. This index requires knowledge of the educational attainment and occupation of the individual and removes the necessity for knowledge of income, known to be highly correlated with each of the factors. Education and occupation were divided into seven steps ranging from high to low status. The two variables were then weighted by seven and four, respectively, and summated to yield a total score. This score, according to Hollingshead, provided five socioeconomis status positions: (1) 11-17, (2) 18-27, (3) 28-43, (4) 44-60, and (5) 61-77. A secretary, for example, would have an occupational rating of four (clerical and sales). She might have two years of college, or partial college, which would receive an educational rating of three on the seven-point scale. In multiplying the occupational rating of four by seven, the result would be 28; multiplying three by four for education, the score would be 12. Summating for a total score, 28 + 12 = 30. The secretary would be classified in SES 3. Unfortunately, the Hollingshead Index has no category for housewife and such respondents had to be classified as seven for occupation. To avoid an unfair score for these mothers, and because it may be assumed they have more

TABLE 13

SELECTED PERSONAL CHARACTERISTICS OF EXPERIMENTAL TEENS

Characteristics	Chicago (N=25)		Little Rock (N=54)		San Antonio (N=31)		Total (N=110)	
	No.	%	No.	%	No.	%	No.	%
Ethnicity:								
Black	25	100.0	12	22.2	3	9.7	40	36.4
Mexican American	...	...	...	...	26	83.9	26	23.6
White	...	...	42	77.8	...	...	42	38.2
No answer	...	...	...	...	2	6.5	2	1.8
Sex:								
Male	4	16.0	16	29.6	11	35.5	31	28.2
Female	21	84.0	38	70.4	18	58.1	77	70.0
No answer	...	...	...	...	2	6.5	2	1.8
Age:								
14 years	1	4.0	...	...	4	12.9	5	4.5
15 years	9	36.0	...	...	9	29.0	18	16.4
16 years	9	36.0	5	9.3	4	12.9	18	16.4
17 years	4	16.0	43	79.7	10	32.3	57	51.8
18 years	1	4.0	5	9.3	2	6.5	8	7.3
19 years	...	...	1	1.9	...	...	1	0.9
No answer	1	4.0	...	...	2	6.5	3	2.7
Number of brothers:								
None	1	4.0	14	25.9	2	6.5	17	15.5
One	5	20.0	18	33.3	8	25.8	31	28.2
Two	2	8.0	10	18.5	8	25.8	20	18.2
Three	4	16.0	6	11.1	4	12.9	14	12.7
Four	3	12.0	5	9.3	6	19.4	14	12.7
Five or more	9	36.0	1	1.9	1	3.2	11	9.9
No answer	1	4.0	...	...	2	6.5	3	2.7
Number of sisters:								
None	2	8.0	13	24.1	...	...	15	13.6
One	6	24.0	20	37.0	6	19.4	32	29.1
Two	4	16.0	10	18.5	8	25.8	22	20.0
Three	3	12.0	6	11.1	7	22.6	16	14.5
Four	1	4.0	4	7.4	3	9.7	8	7.3
Five	5	20.0	1	1.9	1	3.2	7	6.4
Six or more	3	12.0	...	...	4	12.9	7	6.4
No answer	1	4.0	...	...	2	6.5	3	2.7
Ordinal Position:								
Oldest	4	16.0	9	16.7	2	6.5	15	13.6
Older, not oldest	6	24.0	8	14.8	7	22.6	21	19.1
Middle	1	4.0	7	13.0	11	35.5	19	17.3
Younger, not youngest	10	40.0	12	22.2	8	25.8	30	27.3
Youngest	3	12.0	16	29.6	1	3.2	20	18.2
Only child	...	...	2	3.7	...	...	2	1.8
No answer	1	4.0	...	...	2	6.5	3	2.7

time with the youngsters, both teens and young children, a combined SES score was used that took into account father's occupation and mother's education. It might be pointed out also that maternal education has been shown to have a strong influence on child-rearing practices. SES, where mentioned, refers to this combined index, although maternal, paternal, and a simple combined SES index were computed.

TABLE 14

GRADE POINT AVERAGE IN SCHOOL FOR EXPERIMENTAL TEENS

Grade Point Average	Chicago (N=25)		Little Rock (N= 54)		San Antonio (N=31)		Total (N=110)	
Previous Semester:								
A	..	...	1	1.9	2	6.5	3	2.7
B	7	28.0	9	16.7	14	45.1	30	27.2
C	16	60.0	14	26.0	13	41.9	43	39.1
D	1	4.0	..	...	..	...	1	0.9
Don't know	..	...	30	55.6	..	...	30	27.2
No answer	1	4.0	..	...	2	6.5	3	2.7
Overall:								
A	..	...	1	1.9	3	9.7	4	3.6
B	6	20.0	11	20.5	14	45.2	31	28.1
C	18	72.0	35	64.9	12	38.7	65	59.1
Don't know	..	...	7	13.0	..	...	7	6.4
No answer	1	4.0	..	...	2	6.5	3	2.7

The educational and occupational categories, according to the Hollingshead Index, are shown in Table 15 for the parents of experimental teens. Examination of maternal and paternal education indicates that there were no college graduates or graduate/professional degrees among the Chicago and San Antonio respondents, although there were some (16.7 percent) among the Little Rock mothers and 33.4 percent among the Little Rock fathers. Overall, the Little Rock parents had higher educational levels than did the parents in the two other sites. This finding, again, is in accord with the census data reported in the demographic section of this chapter. Among the mothers, only the Little Rock mothers held positions that might be classified as professional. The majority of the Chicago and San Antonio mothers were unskilled employees, which, of course, included housewives whose occupational training or potential could not be determined. In Little Rock, the fathers had higher occupational status in general. Again, there were no Chicago fathers in the professional categories nor in clerical and sales occupations, although in San Antonio, there was one father who was a minor professional and there were four clerical and sales workers. The number of "no answers" for Chicago fathers (32.0 percent) might have a bearing on the low occupational status. Concomitant with the educational and occupational findings, there were no families in Chicago above SES 4, while there were Little Rock families in all positions with the mode

TABLE 15

PARENTAL EDUCATION, OCCUPATION, AND SOCIAL POSITION FOR EXPERIMENTAL TEENS

Characteristics	Chicago (N= 25)		Little Rock (N=54)		San Antonio (N=31)		Total (N=110)	
	No.	%	No.	%	No.	%	No.	%
Maternal Education:								
Graduate training	...	...	1	1.9	...	...	1	0.9
College graduation	...	...	8	14.8	...	...	8	7.3
Partial college	1	4.0	12	22.2	3	9.7	16	14.5
High school graduation	6	24.0	23	42.6	5	16.1	34	30.9
Partial high school	10	40.0	6	11.1	2	6.5	18	16.4
Junior high school	4	16.0	4	7.4	4	12.9	12	10.9
Less than 7 years	1	4.0	...	...	14	45.2	15	13.6
No answer	3	12.0	...	...	3	9.7	6	5.4
Paternal Education:								
Graduate training	...	...	5	9.3	...	...	5	4.5
College graduation	...	...	13	24.1	...	...	13	11.8
Partial college	4	16.0	12	22.2	2	6.5	18	16.4
High school graduation	4	16.0	18	33.3	4	12.9	26	23.6
Partial high school	4	16.0	4	7.4	6	19.4	14	12.7
Junior high school	...	...	...	...	3	9.7	3	2.7
Less than 7 years	1	4.0	2	3.7	11	35.5	14	12.7
No answer	12	48.0	...	...	5	16.2	17	15.4
Maternal Occupation:								
Major professional	...	...	1	1.9	...	...	1	0.9
Lesser professional	...	...	4	7.4	...	...	4	3.6
Minor professional	...	...	4	7.4	...	...	4	3.6
Clerical and sales	2	8.0	13	24.1	4	12.9	19	17.3
Skilled employees	1	4.0	1	1.9	1	3.2	3	2.7
Semi-skilled employees	1	4.0	7	13.0	1	3.2	9	8.2
Unskilled employees	18	72.0	24	44.4	23	74.2	65	59.1
No answer	3	12.0	...	...	2	6.5	5	4.5
Paternal Occupation:								
Major professional	...	...	4	7.3	...	...	4	3.6
Lesser professional	...	...	8	14.8	...	...	8	7.3
Minor professional	...	...	12	22.2	1	3.2	13	11.8
Clerical and sales	...	...	5	9.3	4	12.9	9	8.2
Skilled employees	8	32.0	9	16.7	8	25.8	25	22.7
Semi-skilled employees	4	16.0	8	14.8	6	19.4	18	16.4
Unskilled employees	5	20.0	1	1.9	5	16.1	11	10.0
No answer	8	32.0	7	13.0	7	22.7	22	20.0
Socioeconomic Status:								
SES 1	...	...	2	3.7	...	...	2	1.8
SES 2	...	...	9	16.7	...	...	9	8.2
SES 3	...	...	17	31.5	3	9.7	20	18.2
SES 4	3	12.0	16	29.6	4	12.9	23	20.9
SES 5	16	64.0	4	7.4	18	58.1	38	34.5
Not ascertainable[a]	6	24.0	6	11.1	6	19.4	18	16.3

[a] SES was not ascertainable for the combined index when the father's occupation or the mother's education were unknown.

being SES 3, and the San Antonio families, while comparable to Chicago, did have four families, or 9.7 percent, in SES 3.

Returning to the experimental teens themselves, they were asked if they had had any previous work with children. The responses were divided into none, babysitting, volunteer experience, and paid experience. Slightly more than two-fifths of the teens reported no experience, except in San Antonio where almost two-fifths reported such experience (Table 16). Volunteer experience was most noticeable in Little Rock while paid experience was most noticeable in Chicago as camp workers and teacher aides (NYC).

TABLE 16

PREVIOUS WORK WITH CHILDREN BY EXPERIMENTAL TEENS*

Capacities	Chicago (N=25)		Little Rock (N=54)		San Antonio (N=31)		Total (N=110)	
None	11	44.0	24	44.4	12	38.7	47	42.7
Babysitting	1	4.0	17	31.5	14	45.2	32	29.1
Volunteer:								
Church related	1	4.0	10	18.5	..	...	11	10.0
Nursery	..	...	3	5.6	..	...	3	2.7
Hospital	..	...	4	7.4	..	...	4	3.6
Tutor	..	...	..	...	1	3.2	1	0.9
Boy Scout instructor	..	...	2	3.7	..	...	2	1.8
YMCA or YWCA	..	...	..	...	1	3.2	1	0.9
Paid:								
Nursery school	..	...	3	5.6	1	3.2	4	3.6
Camp worker	3	12.0	2	3.7	..	...	5	4.5
Teacher aide (NYC)	7	28.0	..	...	2	6.5	9	8.2
SANYO	..	...	1	1.9	3	9.7	4	3.6
No answer	2	8.0	1	1.9	2	6.5	5	4.5

*Percentages will not equal 100.0 since some participants may have had more than one type of experience in working with children. The percentages represent experience in each of the various types of categories.

The Parent Attitude Research Instrument (PARI) was designed by Schaefer and Bell, based on previous child-rearing literature and research, to tap dimensions of child-rearing techniques with particular concern on the domain of mother-child interaction related to maternal behavior with the child as such behavior might affect the personality development of the child. The instrument was designed as a Likert-type summated scale of 115 items divided into 23 subscales. The higher the amount of agreement with each item, the higher the scale score. Responses were forced into the following categories: (1) strongly disagree, (2) mildly disagree, (3) mildly agree, and (4) strongly agree. There was no neutral category for any item. Development of the instrument required first the selection of ten items for each scale. The Kuder-Richardson formula 20 was used to measure internal consistency. Those five items which showed the highest reliability coefficients were selected to make up each of the 23 resulting subscales. The PARI has been used as a standardized measure of parental attitudes among mothers of schizophrenics, mothers of disturbed children, and "normal" mothers, but one of its most recent uses has been to measure the effect of intervention in programs designed to change low-income maternal attitudes.

The instrument has been tested for an acquiescent response set, or the tendency to agree to items, and the reversal of items had no affect on responses. The PARI, in shortened form (51 items) was administered to parent participants in preschool programs involved in the poverty program in Los Angeles and again with a mixed ethnic and socioeconomic sample by Harris. The 51 items related to child-rearing techniques. The factor analyses conducted by Schaefer and Bell, Zuckerman et al., and Harris indicated similar findings. There was a closer fit between the Zuckerman and Harris factors. Accordingly, the 51-item scale was administered in the present study, on a pre- and post-basis. Table 17 presents the mean and modal responses to the items constituting the subscales on the abbreviated form. Changes in the pre and post responses occurred because of the enrollment of new students, the dropout rate of students, and the inability to reach some students. There was a total loss of ten respondents.

Encouraging verbalization.--The means and modes of respondents for the items constituting the Encouraging Verbalization subscale all were toward the agreement end of the continuum at the start and at the end of the program. The higher the mean and modal scores, the greater the agreement. There were few modal changes, except on Items 10 and 31, in which Chicago teens moved toward closer agreement for Item 10 while the San Antonio teens moved away from strong agreement to mild agreement on this item and moved from mild agreement to strong agreement on Item 31 (Table 17). The mean scores for all items tended to move toward strong agreement. Where they moved away from this point, however, the mode was unchanged essentially and apparently there was a stronger pull toward the agreement end of the continuum.

Dependency of the mother.--The subscale, Dependency of the Mother, consisted of one item only. The Chicago and San Antonio teens indicated a high score (mode of four) for this item on the pretest, but decreased their modal responses on the posttest. At the same time, the means for all three categories of respondents increased, however, which would indicate that there were some respondents who pulled the mean toward agreement but a sufficient number disagreed to cause the modal categories to change.

Breaking the will.--The experimental teens tended to disagree strongly with Item 2 in Breaking the Will subscale, but had a greater tendency to agree with the other items both at the beginning and at the end of the program. There were some mean and modal shifts, although the total responses remained unchanged essentially. Possibly the teens had confirmed their impressions through working with young children. Regardless of the time the instrument was administered, all teens showed a strong resistance to the item

TABLE 17

MEAN AND MODAL RESPONSES TO PRE- AND POST-PARI SUBSCALE ITEMS FOR EXPERIMENTAL TEENS*

Subscale Items	Chicago (N=24,22)	Little Rock (N=54,48)	San Antonio (N=29,27)	Total (N=107,97)
Encouraging Verbalization:				
1. Children should be allowed to disagree with their parents if they feel their own ideas are better.	2.708 (3) 2.818 (3)	3.019 (3) 3.333 (3)	2.897 (3) 2.963 (3)	2.916 (3) 3.113 (3)
10. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	3.000 (3) 2.909 (4)	3.537 (4) 3.563 (4)	3.310 (4) 3.333 (3)	3.355 (4) 3.351 (4)
20. A child has a right to his own point of view and ought to be allowed to express it.	3.458 (4) 3.227 (4)	3.426 (4) 3.604 (4)	3.276 (4) 3.519 (4)	3.393 (4) 3.495 (4)
31. A child's ideas should be seriously considered in making family decisions.	3.042 (3) 2.455 (3)	3.278 (4) 3.271 (4)	3.241 (3) 3.370 (4)	3.215 (4) 3.113 (3)
41. When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	3.083 (4) 3.045 (4)	3.630 (4) 3.396 (4)	3.172 (4) 3.481 (4)	3.383 (4) 3.340 (4)
Dependency of the Mother:				
30. A wise woman will do anything to avoid being by herself before and after a new baby.	2.625 (4) 2.636 (2)	2.315 (2) 2.542 (2)	2.690 (4) 2.963 (3)	2.486 (2) 2.680 (2)
Breaking the Will:				
2. Some children are just so bad they must be taught to fear adults for their own good.	2.042 (1) 2.048 (1)	1.759 (1) 1.563 (1)	1.897 (1) 2.148 (2)	1.860 (1) 1.833 (1)

*The modal categories of response are enclosed in parentheses. The first line for each item represents the pre-scores and the second line, the post-scores.

TABLE 17--Continued

	Subscale Items	Chicago	Little Rock	San Antonio	Total
11.	It is frequently necessary to drive the mischief out of a child before he will behave.	2.833 (3) 2.667 (3)	2.574 (3) 2.250 (2)	2.310 (3) 2.444 (2)	2.561 (3) 2.396 (3)
21.	A wise parent will teach a child early just who is boss.	3.208 (4) 2.591 (2)	3.259 (4) 3.021 (3)	2.759 (3) 2.889 (4)	3.112 (4) 2.887 (4)
32.	Children need some of the natural meanness taken out of them.	2.625 (4) 2.455 (3)	2.630 (3) 2.250 (3)	3.000 (3) 3.074 (3)	2.729 (3) 2.526 (3)
42.	It is sometimes necessary for the parents to break the child's will.	2.917 (3) 2.636 (3)	2.630 (3) 2.250 (2)	2.724 (3) 2.519 (3)	2.720 (3) 2.412 (3)
Martyrdom:					
3.	Children should realize how much parents have to give up for them.	3.333 (4) 3.136 (3)	2.870 (3) 2.771 (3)	3.310 (4) 3.370 (3)	3.093 (4) 3.021 (3)
12.	A mother must expect to give up her own happiness for that of her child.	2.833 (4) 2.500 (2)	2.130 (1) 1.938 (1)	2.483 (3) 2.519 (2)	2.383 (3) 2.227 (2)
22.	Few women get the gratitude they deserve for all they have done for their children.	3.042 (4) 2.864 (3)	2.759 (3) 2.542 (3)	3.069 (3) 2.963 (3)	2.907 (3) 2.732 (3)
33.	Children should be more considerate of their mothers since their mothers suffer so much for them.	3.250 (4) 2.818 (2)	2.963 (4) 2.500 (3)	3.207 (4) 3.148 (4)	3.093 (4) 2.753 (3)
43.	Mothers sacrifice almost all of their own fun for their children.	2.542 (2) 2.455 (3)	2.130 (2) 2.063 (2)	2.828 (3) 2.852 (3)	2.411 (2) 2.371 (2)
Strictness:					
4.	A child will be grateful later on for strict training.	3.042 (4) 2.455 (3)	2.907 (3) 2.792 (3)	3.034 (3) 2.741 (3)	2.972 (3) 2.701 (3)
13.	Strict discipline develops a fine strong character.	2.375 (1) 2.318 (3)	2.370 (3) 2.375 (3)	2.276 (3) 2.370 (2)	2.346 (3) 2.361 (3)

TABLE 17--Continued

Subscale Items	Chicago	Little Rock	San Antonio	Total
23. Children who are held to firm rules grow up to be the best adults.	2.583 (3) 2.364 (2)	2.407 (2) 2.729 (3)	2.214 (3) 2.259 (2)	2.396 (2) 2.515 (2)
34. Most children should have more discipline than they get.	2.917 (3) 3.091 (3)	2.944 (3) 2.792 (3)	2.690 (3) 2.741 (3)	2.869 (3) 2.845 (3)
44. Children are actually happier under strict training.	2.125 (1) 2.455 (2)	2.148 (2) 2.188 (2)	2.414 (2) 2.074 (2)	2.215 (2) 2.216 (2)
Irritability:				
5. Children will get on any woman's nerves if she has to be with them all day.	2.333 (3) 2.455 (2)	2.259 (2) 2.500 (3)	2.276 (2) 2.519 (3)	2.280 (2) 2.495 (3)
14. Mothers very often feel that they can't stand their children a moment longer.	2.458 (2) 2.591 (2)	2.463 (2) 2.438 (2)	2.897 (3) 3.037 (3)	2.579 (3) 2.639 (2)
24. It's a rare mother who can be sweet and even tempered with her children all day.	3.167 (4) 2.619 (3)	2.815 (3) 2.896 (3)	2.655 (3) 2.481 (2)	2.850 (3) 2.719 (3)
35. Raising children is a nerve-wracking job.	2.000 (1) 2.545 (2)	2.167 (2) 2.458 (2)	2.103 (1) 2.000 (1)	2.112 (2) 2.351 (2)
45. It's natural for a mother to "blow her top" when children are selfish and demanding.	3.125 (3) 2.682 (3)	2.852 (3) 2.771 (3)	3.069 (4) 3.148 (3)	2.972 (3) 2.856 (3)
Excluding Outside Influences:				
6. It's best for the child if he never gets started wondering whether his mother's views are right.	2.458 (3) 2.409 (2)	2.113 (2) 2.000 (2)	2.207 (3) 2.407 (2)	2.217 (3) 2.206 (2)
15. A parent should never be made to look wrong in a child's eyes.	3.042 (4) 2.286 (2)	2.519 (2) 2.583 (2)	2.759 (4) 2.963 (3)	2.701 (4) 2.625 (2)
25. Children should never learn things outside the home which make them doubt their parents' ideas.	2.917 (4) 2.636 (2)	2.315 (2) 1.958 (1)	2.586 (3) 2.778 (3)	2.523 (2) 2.340 (2)

TABLE 17--Continued

	Subscale Items	Chicago	Little Rock	San Antonio	Total
46.	There is nothing worse than letting a child hear criticisms of his mother.	3.000 (3) 2.636 (3)	2.889 (3) 3.042 (3)	3.138 (4) 3.074 (4)	2.981 (3) 2.959 (3)
Deification:					
7.	More parents should teach their children to have unquestioning loyalty to them.	2.500 (2) 2.227 (2)	2.315 (3) 2.500 (3)	2.138 (3) 2.407 (3)	2.308 (2) 2.412 (2)
16.	The child should be taught to revere his parents above all other grown-ups.	3.583 (4) 2.952 (3)	3.037 (4) 3.208 (4)	3.379 (4) 3.370 (4)	3.252 (4) 3.198 (4)
26.	A child soon learns that there is no greater wisdom than that of his parents.	3.208 (4) 2.364 (3)	2.241 (2) 2.229 (3)	2.793 (4) 2.963 (4)	2.607 (2) 2.464 (3)
36.	Parents deserve the highest esteem and regard of their children.	3.042 (3) 2.955 (3)	3.259 (4) 3.000 (3)	3.103 (4) 3.296 (3)	3.168 (4) 3.072 (3)
47.	Loyalty to parents comes before anything else.	3.292 (3) 3.045 (3)	2.870 (3) 2.729 (3)	3.138 (4) 3.407 (4)	3.037 (4) 2.990 (3)
Rejection of the Homemaking Role:					
27.	Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	3.125 (4) 2.818 (2)	2.870 (3) 3.188 (4)	3.034 (3) 3.037 (4)	2.972 (3) 3.062 (4)
48.	A young mother feels "held down" because there are lots of things she wants to do while she is young.	3.000 (3) 2.545 (2)	2.796 (3) 3.000 (3)	2.931 (4) 3.370 (4)	2.879 (3) 3.000 (3)
Avoidance of Communication:					
37.	If a child has upset feelings it is best to leave him alone and not make it look serious.	3.000 (4) 2.591 (3)	2.037 (1) 2.208 (2)	2.759 (4) 2.370 (2)	2.449 (1) 2.340 (2)
49.	The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	2.625 (3) 2.773 (2)	2.204 (2) 2.479 (3)	2.931 (3) 2.815 (3)	2.495 (3) 2.639 (3)

TABLE 17--Continued

Subscale Items	Chicago	Little Rock	San Antonio	Total
Suppression of Sexuality:				
17. It is very important that young boys and girls not be allowed to see each other completely undressed.	3.042 (4) 2.136 (2)	2.074 (2) 1.917 (2)	2.897 (4) 2.630 (2)	2.514 (3) 2.165 (2)
38. Sex is one of the greatest problems to be contended with in children.	2.583 (3) 2.545 (2)	1.833 (1) 2.208 (2)	2.966 (4) 2.444 (1)	2.308 (1) 2.351 (2)
Ascendance of the Mother:				
8. If a mother doesn't go ahead and make rules for the home the children and husband will get into trouble they don't need to.	2.708 (3) 3.000 (3)	2.519 (2) 2.313 (3)	2.655 (3) 3.000 (3)	2.598 (2) 2.656 (3)
18. Children and husbands do better when the mother is strong enough to settle most of the problems.	3.125 (4) 2.500 (2)	2.222 (2) 2.104 (2)	2.276 (3) 2.778 (3)	2.439 (2) 2.381 (2)
28. A mother has to do the planning because she is the one who knows what's going on in the home.	3.250 (4) 2.636 (2)	2.907 (3) 2.875 (3)	2.931 (4) 3.185 (3)	2.991 (4) 2.907 (3)
39. The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.	2.500 (3) 2.500 (2)	2.037 (2) 2.271 (2)	2.724 (3) 2.593 (2)	2.327 (2) 2.412 (2)
50. A married woman knows that she will have to take the lead in family matters.	2.958 (3) 2.636 (3)	2.111 (2) 2.042 (2)	2.552 (3) 3.000 (3)	2.421 (3) 2.443 (3)
Acceleration of Development:				
9. Most children are toilet trained by 15 months of age.	3.000 (3) 2.762 (3)	2.574 (3) 2.479 (2)	2.759 (3) 2.593 (2)	2.720 (3) 2.573 (3)
19. The sooner a child learns to walk the better he's trained.	3.250 (4) 2.636 (3)	2.574 (3) 2.438 (3)	2.621 (3) 2.852 (3)	2.738 (3) 2.598 (3)
29. The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.	2.750 (3) 2.727 (3)	2.796 (3) 2.646 (3)	2.690 (3) 2.926 (2)	2.757 (3) 2.742 (3)
40. A mother should make an effort to get her child toilet trained at the earliest possible time.	3.417 (4) 2.818 (3)	3.296 (4) 2.875 (3)	2.966 (4) 2.963 (4)	3.234 (4) 2.887 (3)
51. A child should be weaned away from the bottle or breast as soon as possible.	3.292 (4) 2.864 (4)	3.204 (3) 2.854 (3)	3.000 (4) 3.000 (4)	3.168 (4) 2.897 (4)

"some children are just so bad they must be taught to fear adults for their own good."

Martyrdom.--All of the teens tended to agree with the items constituting the subscale, Martyrdom. The one exception was Little Rock on the item "a mother must expect to give up her own happiness for that of her child." On the posttest, the means and modes moved away from agreement with the subscale items although the Chicago teens increased both measures for Item 43 ("mothers sacrifice almost all of their own fun for their children"). The San Antonio teen means on this subscale increased on three of the items despite a modal decrease for Item 12. The San Antonio teens, given the Mexican American heritage of delineated sex roles and the community as a source of reference might well have responded to these influences and their conflicts within the present milieu.

Strictness.--The subscale, Strictness, had no pre- and post-modal changes for the total grouping of experimental teens. There were some changes, however, among the teens by sites. Only in Chicago was there strong agreement with any of the items of this subscale, namely, Item 4 ("a child will be grateful later on for strict training") with a pre-mode of strongly agree. This mode and the mean decreased by the posttest. The Chicago teens also expressed strong disagreement with Items 13 and 44 on the pretest. These means and modes increased on the posttest. In general the site shifts were downward, from mildly agree to mildly disagree, although Little Rock teens moved the opposite direction for Item 23.

Irritability.--On the subscale, Irritability, the teen means and modes changed for the total grouping on Items 5 and 14, although in the opposite direction. The post-means increased for both items, although the pre-mode of two (mildly disagree) increased for Item 5 and decreased from three (mildly agree) for the post-mode. On the pretest, the only strong agreements were in Chicago and San Antonio on Item 35. While the Chicago teens moved to a mild agreement on this item, the San Antonio post-mean decreased only slightly and the mode remained strongly agree.

Excluding outside influences.--In general, the experimental teens tended to agree with the items constituting the subscale, Excluding Outside Influences. Changes to mild disagreement occurred only for Items 6 and 15, while the mean and mode (mild disagreement) remained essentially unchanged on Item 25, "children should never learn things outside the home which make them doubt their parents' ideas." The changes that were found for the teens might indicate that the experience of working with young children and their parents enhanced a better understanding of the need for inclusion of significant others in the socialization process.

Rejection of the homemaking role.--The results on the two items constituting the subscale, Rejection of the Homemaking Role, would seem to indicate some degree of agreement with the subscale. All of the teens, regardless of site, agreed strongly or mildly with the items on the pretest. The only decreases in the amount of agreement on the posttest were among the Chicago teens, who shifted from strongly agree to mildly disagree on Item 27 and from mildly agree to mildly disagree on Item 48.

Avoidance of communication.--The Avoidance of Communication subscale showed some shifts that were not visible for the teens in general, except on Item 37, "if a child has upset feelings it is best to leave him alone and not make it look serious," where the mean lessened but the mode increased for all teens. Examination of this item by site, however, showed movement from strongly agree for the Chicago and San Antonio teens to mildly agree and mildly disagree, respectively, although the Little Rock teens shifted from strongly disagree to mildly disagree. The second item of this subscale, "the trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested," showed mild agreement for Chicago and San Antonio and mild disagreement for Little Rock. Chicago shifted to a mode of mild disagreement, although the mean increased; Little Rock shifted from mild disagreement to mild agreement in the mean and mode; and San Antonio maintained the same modes while the mean decreased.

Suppression of sexuality.--Two items made up the subscale, Suppression of Sexuality, as with the two preceding subscales. On the pretest, the Chicago and San Antonio teens were higher than the Little Rock teens, with strongly agree as the modal category for Chicago and San Antonio on Item 17 and for San Antonio on Item 38. The Little Rock teens disagreed with both items on the pretest, but on the posttest, all teens indicated mildly disagree with each item except for the San Antonio teens who moved from strongly agree to strongly disagree on Item 38. This attitudinal area may be reflective of the effects of poverty, low educational attainment, and large families in which children must be watched for the dangers of sexuality through overcrowding and concomitant factors. At the same time, the less deprived and more financially secure and educated areas of Little Rock demonstrated less concern with such items. It would appear, however, that the exposure to working with groups of young children and with individual children as well as the child development concepts imparted through the various programs might have affected the traditional patterns created by poverty, such that the teens raised in this pattern began to realize that sex was not a problem among young children and there was no need for suppression of what did not exist.

Ascendance of the mother.--Ascendance of the Mother subscale related to the importance of the mother in the household and attitudes toward such a phenomenon. It would be expected that black teens, given the usual matriarchal family structure discussed so frequently in the literature, would show strong agreement with these items and that Mexican American teens, given the usual sex role delineations in which the father is the head of the household and the disciplinarian while the mother is the source of nurturance, there would be strong disagreement with the items. The findings, however, did not support such a tentative hypothesis since the Chicago and San Antonio teens were very similar in their mean and modal responses to the five items, i.e., there was a tendency to agree with the items on the pretest although there were some shifts in the posttest by both groupings toward disagreement or mild agreement with the items. The Little Rock grouping was different from the other two and expressed mild disagreement or mild agreement to all of the items. The present milieu, again, might be the source of such findings.

Acceleration of Development.--Except for Items 9 and 29 on the subscale, Acceleration of Development, all teens agreed mildly or strongly with the items. Apparently the work with young children and the didactic training caused some teens to decrease their expectations for development since the modes decreased in Little Rock and San Antonio for Item 9, in Chicago for Items 19 and 40, in Little Rock for Item 30, and in San Antonio for Item 29. The reasons for the downward shifts, lacking any uniformity, are harder to trace. The major finding in this area, however, was the amount of agreement with the items.

The means and modes used in the preceding discussion showed certain shifts which often did not vary the modal scores. The shift in means indicated an increase or decrease in the dispersion of responses since the mean is affected by extreme scores because all scores are taken into account. The modes might not change since they represent the most frequent categories of response. In general, the mean changes were minimal in most instances but some noticeable changes were encountered with the modal categories. There were few shifts in almost all cases, but those that occurred seemed to be similar in Chicago and San Antonio while Little Rock was different. In many of the subscales, there were few or minor changes, but the shifts did seem to be related to the cultural milieu in which the teenagers lived with possible areas of conflict between the traditional and new thoughts on the subject matter.

The second standardized scale administered to the experimental teens on a pre- and post-basis was the Self-Esteem Scale designed by Rosenberg in 1965. The scale was designed to measure attitudes toward the self along a favorable to unfavorable dimension and was constructed for use in a large scale survey of high school students. Rosenberg defined self-esteem as follows:

> We shall simply mean that the individual respects himself, considers himself worthy, he does not necessarily consider himself better than others, but he definitely does not consider himself worse, he does not feel that he is the ultimate in perfection but, on the contrary, recognizes his limitations and expects to grow and improve.

The scale was submitted to a Guttman scalogram analysis to yield a reproducibility coefficient of .92 and a scalability coefficient of .72 on a sample of 5,024 students. The ten items are Likert-type, allowing one of four possible responses (as with the PARI): strongly agree, agree, disagree, and strongly disagree. Positively and negatively worded items were presented alternatively to reduce the danger of a response set. The lower the score, the greater the self-esteem and the higher the score, the less self-esteem. Through the Guttman technique, six scale stems were derived in which Rosenberg used a scoring system of pluses and minuses. SSRI staff decided to use the ten items as a total to yield an overall score as well as an item score. Such a procedure allowed for greater statistical manipulation.

The results of the pre- and post-test responses to the self-esteem scale are shown in Table 18, by site and by totals. The total scores ranged from ten to 40. Examination of the table demonstrates that the teen total scores for Chicago changed slightly in the mean, but the post-mode increased by three points, indicating less self-esteem. The opposite was true for Little Rock whose mean scores decreased and the modal scores decreased by four points. The San Antonio mean scores changed downward as much as the Little Rock mean scores but the modal scores remained the same. All of the teens approximated the mid-point of the scale. There were no modal scores for the teens, pre and post, that showed complete low self-esteem (scores of four). The teens began the program with rather high self-esteem scores and these tended to lower toward the end of the program. It is conceivable that the students gained a better understanding and a more realistic profile of themselves through their didactic training and experience with the young children.

The third standardized scale administered to the experimental teens was the Acceptance of Others designed by Fey in 1955 with the purpose of testing the relationship between three separate variables: feelings of self acceptance, acceptance of others, and feelings of acceptability to others. The acceptance of others scale consists of 20 attitude statements, with possible responses running from almost always (scored as one) to very rarely (scored as five). The scale scores run from 20 (low acceptance of others) to 100 (high acceptance). In addition, there are five items in the acceptability to others scale, which constitute items 21 through 25 of Instrument B-3 (see Appendix E). The two scales were combined to yield a range of scores from a minimum of 25 (low acceptance and low acceptability) to 125 (high acceptance and high acceptability). There were too many values for this variable such that the values had to be collapsed into intervals of five to be submitted to the computer. The relevant categories for the present discussion were the following: (10) scores of 70 through 74; (11) scores of 75 through 79; (12) scores of 80 through 84; (15) scores of 95 through 99. The Chicago teens remained relatively unchanged with pre- and post-means of 10.792 and 10.571, respectively, and modes of 11 (75 through 79). The Little Rock teens decreased on the scale from means of 15.204 to 11.469 and modes of 12 and 10, on a pre- and post-basis, respectively. In San Antonio, the teens decreased also, but not to the same extent. The item means and modes showed a variety of changes, but on the one item, (13) "people really need a strong, smart leader," all teens had a modal response of one (almost always) on the pretest, which remained unchanged on the posttest for Little Rock and San Antonio, but increased to three (the middle category) for the Chicago teens (Table 19). The reversed items did not appear to vary from the other items

TABLE 18

MEAN AND MODAL PRE- AND POST-SELF-ESTEEM SCALE SCORES FOR EXPERIMENTAL TEENS*

Items and Scores	Chicago (N=24,22)	Little Rock (N=54,49)	San Antonio (N=29,28)	Total (N=107,99)
I feel that I'm a person of worth, at least on an equal plane with others.	1.542 (1) 1.864 (2)	1.407 (1) 1.429 (1)	1.379 (1) 1.643 (2)	1.430 (1) 1.586 (2)
I feel that I have a number of good qualities.	1.583 (2) 1.409 (1)	1.759 (2) 1.571 (2)	1.517 (2) 1.679 (2)	1.654 (2) 1.566 (2)
**All in all, I am inclined to feel that I am a failure.	2.042 (2) 1.409 (1)	1.481 (1) 1.449 (1)	1.655 (2) 1.643 (2)	1.654 (1) 1.495 (1)
I am able to do things as well as most other people.	1.667 (2) 1.455 (1)	1.796 (2) 1.837 (2)	1.759 (2) 1.679 (1)	1.757 (2) 1.707 (2)
**I feel I do not have much to be proud of.	2.042 (2) 1.773 (2)	1.833 (2) 1.429 (1)	1.690 (1) 1.714 (1)	1.841 (2) 1.586 (1)
I take a positive attitude toward myself.	1.833 (2) 2.045 (2)	1.889 (2) 1.898 (2)	1.724 (2) 1.929 (2)	1.832 (2) 1.939 (2)
On the whole, I am satisfied with myself.	1.583 (2) 1.955 (2)	2.037 (2) 2.082 (2)	1.724 (2) 1.857 (2)	1.850 (2) 1.990 (2)
**I wish I could have more respect for myself.	2.083 (2) 2.238 (3)	2.611 (3) 2.633 (3)	2.552 (3) 2.429 (3)	2.477 (3) 2.490 (3)
**I certainly feel useless at times.	2.625 (3) 2.500 (3)	2.759 (3) 2.694 (3)	2.793 (3) 2.214 (3)	2.738 (3) 2.515 (3)
**At times I think I am no good at all.	1.792 (2) 2.000 (1)	2.426 (3) 2.469 (3)	2.759 (3) 2.143 (2)	2.374 (3) 2.273 (2)
Total score	18.792 (20) 18.636 (23)	20.037 (20) 19.571 (16)	19.517 (21) 18.929 (21)	19.617 (20) 19.182 (22)

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*The single asterisk is shown to indicate that the second row figures relate to the post-measurements. The modes are enclosed in parentheses.

**The double asterisk indicates reverse items.

TABLE 19

MEAN AND MODAL PRE- AND POST-ACCEPTANCE OF OTHERS SCALE FOR EXPERIMENTAL TEENS*

Items and Scores	Chicago (N=24,21)	Little Rock (N=54,49)	San Antonio (N=29,28)	Total (N= 107,98)
People are too easily led.	2.792 (3)	2.389 (2)	2,517 (3)	2.514 (3)
	2.905 (3)	2.633 (3)	2.500 (3)	2.653 (3)
** I like people I get to know.	3.750 (5)	4.130 (5)	3.793 (5)	3.953 (5)
	3.429 (3)	4.286 (5)	4.500 (5)	4.163 (5)
People these days have pretty low moral standards.	3.208 (3)	3.185 (3)	3.000 (2)	3.140 (3)
	3.100 (3)	3.184 (3)	3.107 (3)	3.144 (3)
Most people are pretty smug about themselves, never really facing their bad points.	2.625 (1)	2.630 (3)	2.379 (1)	2.561 (3)
	2.600 (3)	2.531 (3)	2.286 (2)	2.474 (2)
**I can be comfortable with nearly all kinds of people.	3.125 (5)	3.278 (3)	3.759 (5)	3.374 (3)
	3.095 (2)	3.551 (5)	3.821 (5)	3.531 (5)
All people can talk about these days, it seems, is movies, TV, and foolishness like that.	2.958 (5)	3.352 (3)	2.828 (1)	3.121 (4)
	3.100 (3)	3.286 (3)	2.536 (1)	3.031 (3)
People get ahead by using "pull," and not because of what they know.	3.125 (3)	2.833 (3)	2.931 (2)	2.925 (3)
	3.150 (3)	3.020 (3)	2.679 (3)	2.948 (3)
If you once start doing favors for people, they'll just walk all over you.	2.708 (2)	3.056 (3)	3.000 (2)	2.963 (3)
	2.571 (3)	3.204 (3)	2.536 (1)	2.878 (3)
People are too self-centered.	2.917 (3)	2.870 (3)	2.862 (3)	2.879 (3)
	3.050 (4)	2.531 (3)	2.821 (3)	2.722 (3)
People are always dissatisfied and hunting for something new.	2.333 (1)	2.111 (2)	2.483 (2)	2.262 (2)
	2.762 (2)	2.265 (3)	2.321 (2)	2.388 (2)
With many people you don't know how you stand.	2.500 (3)	2.574 (2)	2.862 (2)	2.636 (3)
	2.952 (3)	2.653 (2)	2.821 (3)	2.765 (3)
You've probably got to hurt someone if you're going to make something out of yourself.	2.958 (5)	4.056 (5)	3.000 (1)	3.523 (5)
	3.048 (3)	3.735 (5)	2.929 (5)	3.357 (5)
People really need a strong, smart leader.	2.042 (1)	2,056 (1)	2.483 (1)	2.168 (1)
	2.667 (3)	2.122 (1)	2.214 (1)	2.265 (1)
I enjoy myself most when I am alone, away from people.	3.625 (5)	3.722 (4)	3.897 (5)	3.748 (5)
	2.667 (3)	3.449 (4)	3.464 (5)	3.286 (4)

*The single asterisk is shown to indicate that the second row figures relate to the post-measurements. The modes are enclosed in parentheses.

**The double asterisks indicate reverse items.

TABLE 19--Continued

Items and Scores	Chicago	Little Rock	San Antonio	Total
I wish people would be more honest with you.	2.125 (1)	1.833 (1)	2.138 (1)	1.981 (1)
	3.000 (3)	2.061 (1)	1.786 (1)	2.184 (1)
**I enjoy going with a crowd.	3.083 (3)	3.778 (5)	4.000 (5)	3.682 (5)
	2.737 (3)	3.408 (3)	4.000 (5)	3.448 (3)
In my experience, people are pretty stubborn and unreasonable.	3.042 (3)	3.259 (3)	3.103 (3)	3.168 (3)
	3.050 (4)	3.306 (3)	2.857 (3)	3.124 (3)
**I can enjoy being with people whose values are very different from mine.	2.917 (3)	2.870 (3)	3.414 (3)	3.028 (3)
	3.143 (3)	3.061 (3)	3.536 (4)	3.214 (3)
**Everybody tries to be nice.	2.667 (2)	2.741 (3)	3.552 (3)	2.944 (3)
	2.571 (3)	3.082 (3)	4.071 (5)	3.255 (3)
The average person is not very well satisfied with himself.	3.333 (3)	2.981 (3)	2.586 (3)	2.953 (3)
	3.450 (3)	2.980 (3)	3.286 (3)	3.165 (3)
Acceptability to Others:				
People are quite critical of me.	3.625 (5)	3.463 (4)	3.483 (4)	3.505 (4)
	3.238 (3)	3.673 (4)	3.250 (3)	3.459 (4)
I feel "left out," as if people don't want me around.	3.917 (5)	3.815 (4)	3.586 (5)	3.776 (5)
	3.619 (3)	3.776 (4)	3.393 (5)	3.633 (5)
**People seem to respect my opinion about things.	3.417 (4)	3.593 (3)	3.897 (4)	3.636 (4)
	3.333 (4)	3.796 (4)	4.036 (5)	3.765 (4)
**People seem to like me.	3.625 (5)	4.037 (4)	3.966 (5)	3.925 (4)
	3.667 (4)	4.122 (4)	4.214 (5)	4.051 (4)
**Most people seem to understand how I feel about things.	3.333 (4)	3.537 (4)	3.931 (5)	3.598 (4)
	3.095 (2)	3.653 (4)	4.036 (5)	3.643 (4)
Total scores	10.792 (11)	15.204 (12)	11.483 (12)	11.224 (12)
	10.571 (11)	11.469 (10)	11.393 (11)	11.255 (11)

in the shifts. The downward trend observed in the self-esteem scale was present in the acceptance of others and acceptability to others, possibly for the same reasons: greater understanding and more realistic profile of themselves in a situation where they had to question their acceptance of others, i.e., children, parents, and staff, as well as consider their acceptability to these same persons.

In summary, then, the experimental teens tended to decrease in their self-esteem and in their acceptance of others. The formal training and actual participation in the projects may have been contributing factors in a more realistic understanding of themselves on the part of the teens.

Instrument C, Knowledge of Child Development Concepts questionnaire, was administered to the experimental teens on a pre- and post-basis. The instrument was designed and coded initially by a consultant in child development. The responses ran along a continuum: (1) highly correct, (2) correct, (3) equally correct and incorrect, (4) incorrect, and (5) highly incorrect. Each item, except the "yes" and "no" responses, was coded exactly the same way. Unfortunately, a total score was not computed for each respondent. It was possible, however, to calculate the total number of responses and then to obtain the percentages of each falling into the collapsed categories of correct, both correct and incorrect, and incorrect. The fourth category used was "don't know". The respondents were asked to complete each question either with an answer or with "don't know" if they did not know the answer. Students were told, as before, that they were not being tested, but their responses would help in the development of the course.

The pre- and posttest responses and their percentages are shown in Table 20. The number of Chicago post-responses was so low (as few as two, three, and four) on many of the items that the Chicago post-data are presented only for descriptive purposes. These responses should not be compared with the Little Rock and San Antonio responses. For the pre-knowledge scores, Little Rock had more correct (highly correct and correct) answers than San Antonio (51.4 and 34.4 percent, respectively). In accord with this finding, there were more incorrect answers in San Antonio than in Little Rock. The percentages of both correct and incorrect and "don't know" were similar in the two projects. (It should be noted that the N's varied slightly for the questions so these figures are not given.) On the post-knowledge instruments, there were no "don't know" responses which may account for the increase in both projects among incorrect answers. Although the percentages of correct answers increased slightly, there was a large increase of incorrect answers in Little Rock and smaller increases in San Antonio. While the Little Rock percentages decreased for both correct and incorrect, the San Antonio percentages for this category increased slightly.

Examination of some of the individual items may be helpful in showing the areas of development of knowledge or lack of such development. The first question, "How is a baby conceived?", which was answered correctly by only a few students, showed a decreased mean for Little Rock between pre and post but an unchanged mode of both correct and incorrect. The San Antonio teens, on the other hand, showed a modal change from "don't know" to both correct and incorrect. The teens were generally knowledgeable about infants, but the means and modes for the Little Rock participants indicated greater pre-knowledge= in some areas and decreased on the posttest to both correct and incorrect on a few of the items. On Item 6, "Give some indicators for measuring progress in physical growth during the first year of life", the San Antonio youngsters showed the greatest increase moving from a mean of 3.759 to 2.636 with modal changes from don't know to highly correct.

With regard to general age ranges when children begin certain common behaviors, the San Antonio teens tended to decrease in the knowledge scores, except on certain behaviors related to older children where they lacked knowledge in the beginning and at the end (it should be remembered, however, that these youngsters were in the program a shorter period of time). Although it would be expected that the teens would increase in knowledge of child development in those age ranges of children with whom they worked, the results did not support such an expectation. The Little Rock teens decreased in knowledge about a five year old's behavior and skills from a mode of correct to a mode of both correct and incorrect. The San Antonio teens showed little change in describing two, three, and four year olds, with the mode being both correct and incorrect. The remainder of the questions showed varied mean and modal categories of responses that followed no pattern. Through some accident, the last six questions of the questionnaire were omitted in San Antonio.

The knowledge of child development concepts would appear not to have been enhanced by participation in the projects. This finding, however, may be caused by a combination of factors: (1) the projects did not stress the areas covered by the questionnaire; (2) the teens may not have related their training to the conceptual areas of the questionnaire; (3) the questionnaire may have been too difficult for the teens; (4) the questionnaire in itself may not have been a good instrument; and (5) the coding by the consultant of the pretest and by SSRI staff of the posttest may have led to differential assessments of the responses. When the other reliabilities are computed, the knowledge questionnaire will be checked for reliability also.

The September and May Teen Interview Schedules were administered to ascertain the student reasons for taking the course, enjoyment with the program, learning expectations, future plans, definitions, personal relationships, and knowledge of child-related careers. The instruments were administered on a pre- and post-basis with the tenses changed, but otherwise they essentially

TABLE 20

PRE- AND POST-KNOWLEDGE OF CHILD DEVELOPMENT CONCEPTS FOR EXPERIMENTAL TEENS*

Responses	Chicago		Little Rock		San Antonio		Total	
	No.	%	No.	%	No.	%	No.	%
Correct	225	35.5	1060	51.4	333	34.4	1651	44.6
	191	38.4	1041	54.5	329	36.5	1567	45.7
Both correct and incorrect	177	28.0	498	24.2	207	21.4	887	24.0
	106	21.3	388	20.3	215	23.8	821	24.0
Incorrect	217	34.3	303	14.7	351	36.3	880	23.7
	200	40.2	480	25.1	358	39.7	1032	30.2
Don't Know	14	2.2	201	9.7	77	8.0	284	7.7
	...	...	...	...	...	...	...	...
Total	633	100.0	2062	100.0	968	100.0	3702	100.0
	497	100.0	1909	100.0	902	100.0	3420	100.0

* The second row for each type of response is the post response.

were the same. Attached to the post instrument was a teen assessment of the proprogram. In Chicago, however, the assessment was not reproduced so it is missing from the Chicago post data.

September Teen Interview.--The September teen interview was administered by the local evaluator as soon as possible after the beginning of the 1972-1973 Project ACT year. For all three sites, the experimental teens were involved in the program purely on an elective basis. This fact, in itself, would present a bias in reason for taking the class. In San Antonio, of course, it was not a school sponsored class, but involved financial remuneration and served as a part-time job for high school students.

For all teens, 52 or 47.3 percent, took the class because of an expressed interest in children and 12, 10.9 percent, wanted a job or money or school credits. In the individual projects the interest in children predominated while the second reason (job, money, school credits) was second in Chicago and San Antonio. The Little Rock project, of course, offered no money or job except to I.C.T. students, and the second most frequent answer there was related to preparation for a future occupation.

When asked why they thought they would enjoy the class, the predominant responses, in rank order, were "like kids", "to help kids and/or people", and "fun". Like kids was predominant in Chicago and Little Rock, but the helping of kids and/or people was predominant in San Antonio. Almost all of the respondents felt they would learn from the program and that what they would learn would be more about kids, how to help understand them, and how to discipline them. The Chicago and Little Rock teens felt they would obtain this learning through being around children and doing for them while the San Antonio teens felt the training sessions were most important.

Several questions were asked about future plans in terms of education, occupational interests, and marriage and children. The majority of the teens stated plans to attend college after high school graduation. The realism of such goals in the present situation is questionable, but the students would like to go to college. In terms of future occupational choices, the Chicago and San Antonio teens indicated non-child related careers, while Little Rock selected careers involving young children or careers that involve children indirectly. These findings are based on modal categories of responses. With the exception of a minimal number of teens, there was an expressed desire to marry at some point. The modal category of response as to when the teens planned to marry was by the age of 20, except in San Antonio, where the modal category was by age 25. Despite the interests in college attendance, only the Little Rock students expressed a desire to delay marriage until completion of college. The number of children planned was two in Chicago, but the Little Rock and San Antonio teens expressed, respectively, an interest in two or three to five and three to five or two. The age at which teens planned to begin their families was diversified in Chicago, but more concentrated in Little Rock between the ages of 24 and 26 years and between the ages of 21 and 26 in San Antonio. The question regarding what kind of parent the teens expected to be showed, again, some differences; the Little Rock and San Antonio teens, on a scale of zero to five (0=bad and 5=good), reported a modal category of four, while the Chicago teens showed a bimodal distribution of four and five. While the majority of teens expressed a desire to pursue a career in child development or a career involving children, the Chicago and San Antonio teens expressed a desire to be teachers at unspecified age levels, although the modal category for Little Rock was kindergarten, which is appropriate for their training.

All of the teens expressed an interest in working with children. The ages of children with whom the teens most enjoyed working appeared to be a direct influence of the program's emphasis. When asked to score themselves from 0 (bad) to five (good) on knowledge of child development, the teens varied but generally felt they knew something about child development. The Little Rock teens knew about more child-related careers than did the other two groupings of students. Although all of the teens mentioned most often educational careers such as unspecified age teachers, only San Antonio mentioned a high interest in special education; which may or may not be related to their field trip to a special education school.

The definitions requested of the teens involved the descriptions of a good and bad child and of caretaking and nurturing (the latter two refer to basic concepts of the program objectives). Chicago and San Antonio teens described a good child most frequently as an obedient and unspoiled child while Little Rock teens concurred, but almost equally added the category of obedient and active or behaves within reason. A bad child was described by all teens as one who never did what he was told to do-one who was disobedient or spoiled or hard headed. The two descriptions basic to the program involved the concepts of caretaking (meeting the physical needs of a child or custodial aspects) and nurturing (including the caretaking aspects plus love, warmth, etc.). Since there were quides for measurement for these two concepts, the highly correct to highly incorrect continuum was used. The modal category of all teens was the incorrect response for the definitions. Teens did not know the correct meaning of caretaking although they did try to respond. In defining nurturing, the Chicago and San Antonio teens admitted they did not know, but the Little Rock teens attempted answers, most of which were incorrect.

With regard to personal evaluations and evaluations by others, most teens felt they were mature and that others considered them mature. Almost 100 percent responded the same way for responsibility. Personal relationships were investigated along the same continuum of zero, or bad, to five, or good. The modal response for all teens was a good relationship with their mothers. The same response held for relationships with the father, except in San Antonio where the relationship was slightly less than good. The relationships with teachers were described as good by a modal category of teens in Little Rock and San Antonio but one step below for the Chicago teens. The relationship with the teachers was less good than that with either parent. In Little Rock and San Antonio, again, the same pattern held with friends as contrasted with Chicago. Relationships with siblings was better in Chicago and San Antonio, where larger families existed, than in Little Rock where sibling relationships were modally good and one step less than good. Relationships with self were good across all projects although Little Rock expressed some doubts by being almost as high on the step below good.

May Teen Interview.--The May teen interview, with the same questions, involved length of time in the program. The majority of the teens, except in San Antonio, had been in the program for eight months. The San Antonio teens had been in the program for six months primarily but many were dispersed with few numbers over a period of seven to 28 months. The post reasons for taking the class were unchanged from the pre-reasons; i.e., an interest in children. It should be noted, as before, that many of the Chicago teens did did not take the post-questionnaire, so the Chicago responses are not included.

The teens did enjoy their participation primarily because of their working with children and teaching them. The teens reported that they had learned what they had expected to learn; i.e., more about kids and how to help, understand, and discipline them. The Little Rock and San Antonio teens felt they had learned more by being around and doing for young children. They stressed, also, the training sessions and class discussions. The few Chicago teens who responded reported their working with children as the major reason why they had learned from the program.

The future plans of the teens remained relatively unchanged in their proposed going to college. A larger number of San Antonio teens did report plans of going to work or going into the armed forces. Planned occupational choices remained the same for Chicago and San Antonio, but Little Rock shifted to the same category of response on the posttest, i.e., careers not involving children. Interest in Little Rock decreased in child-related careers, except for those involving young children. Most teens still planned to marry by the age of 25 and to have the same number of children. Although the Little Rock teens increased to age 29, the time when they planned to begin their families, San Antonio retained a modal category of 21 to 23 years. The San Antonio and Little Rock teens felt still they would be one step below good on the six point continuum of bad to good parents. The teens in Little Rock continued their career interests in kindergarten teaching but matched with teachers of unspecified age groupings, the same pre- and post-modal responses by the San Antonio respondents.

The Little Rock and San Antonio teens continued their reported interest in working with children of the same age groupings as they were assigned by the projects. The experimental teens expressed a greater knowledge of child development than on the pretest. There appeared to be no change in knowledge of the number of child-related careers nor in the types of careers.

The description of a good or bad child remained relatively unchanged for Little Rock and San Antonio. In Little Rock, most of the teens (44.5 percent) described a good child as normal and active or as obedient and active. In San Antonio, 48.4 percent of the teens still described a good child as obedient and unspoiled. A bad child was described on the May interview exactly as on the September interview; i.e., a child who never does what he is told to do. The definitions of caretaking remained incorrect in Little Rock and unknown in San Antonio. Definitions of nurturing remained unknown in San Antonio and in Little Rock which had an equal number of incorrect answers. One possible explanation for these findings might be the projects' lack of stress on the terms, caretaking and nurturing. The teens may understand the concepts but by different names.

The personal evaluations and evaluations by others with regard to maturity and responsibility remained highly affirmative among the teens. Post-personal relationships with others were scored along the original six point continuum of zero, bad, to five, good. The teens' relationships with their mothers continued to be good. In San Antonio, there was almost an equal number in category four, one step below good, which showed some decrease. In Little Rock, the relationships with the father were good but one less reported the relationships as slightly less than good. The San Antonio teens described an improvement in relationships with their father by showing a strong modal response of good. The modal responses for relationships with teachers was four, or slightly less than good. More of the Little Rock teens than the San Antonio teens, however, reported good teacher relationships. This difference may be a result of the school-based Little Rock program and the close work with the classroom teachers. The teen modal response for relationships with friends was good (48.1 percent in Little Rock and 41.9 percent in San Antonio). There was a bimodal response to sibling relationships in Little Rock which was four and five, or slightly less than good and good. Sibling relationships in San Antonio were good. The categories of four and five on self-relationships were high in San Antonio where five, or good, was the mode. On the pre-interview, the Little Rock teens had a modal response of good followed closely by slightly less than good. In the May interview, the Little Rock teens had a mode of four on relationships with self and increased the number of responses to category three.

In summary, it can be said that there were few changes in responses to the September and May teen interviews. Possible explanation will be noted in the conclusions and recommendations.

The teen program assessment was omitted accidently for the Chicago teens so they must again be excluded from the discussion. An overwhelming majority of the teens in Little Rock (92.1 percent) and San Antonio (100 percent) felt their participation in Project ACT would help them be better parents. The predominant reason given for this feeling by both sets of teens was that they had learned about children, children's behavior and what parents should know.

The Little Rock teens (70.3 percent) considered the work with children to be the strongest aspect of the program. While the teens in San Antonio (40.7 percent) felt the same way, slightly more (48.1 percent) considered the strongest aspect to be a combination of training sessions, instructors, and demonstrations. The coding categories for weakest aspect were as follows: none, program not large enough, going to the infants homes and transportation, discipline and child behavior, staff, inadequate space or facilities, child curriculum or time to work with children, and other (not codifiable in existing categories because of individuality of responses). The Little Rock teens gave a modal response of the child curriculum and time to work with children. They would have liked more time with the children. The San Antonio teens, although scattered over all categories most frequently fell into the "other" category.

The Little Rock teens, in keeping with their emphasis on working with children, indicated they would expand the program if they could make a change in Project ACT. Half as many, 21.2 percent reported they would change nothing. The reasons given for making the change were teens and program oriented. The San Antonio teens indicated the same change but for child-oriented reasons.

The teens were asked a few specific questions about the impact of Project ACT. One such question was concerned with awareness of the responsibility of parenthood: "Has Project ACT made you more aware of what parenthood is all about, i.e., responsibility, etc.?" Little Rock and San Antonio teens responded "yes", and gave as explanations that they understood the responsibilities of parenthood and understood children better. The teens indicated also that they understood their brothers and sisters better, but their explanations centered around a rephrasing of the question that ended as "understood them better." One Little Rock teen and four San Antonio students indicated there was better communication. Approximately three-fourths of the teens in Little Rock and San Antonio reported more understanding of their parents because they understood that parenthood is hard and they understood the responsibility involved. Smaller proportions reported their ability to see the parent's side. In terms of themselves, the teens felt they were more understanding of themselves because they felt they were more mature and more responsible. The second most frequent response for Little Rock teens was the feeling they had learned about themselves and knew who they were. On the other hand, the second most frequent San Antonio response, which is in conflict with the number of "no" answers, was that of no change or that they still did not understand themselves.

When the teens were asked about their overall impression of Project ACT, the most frequent response was that it was a good and worthwhile project. While the remainder of the San Antonio responses was varied, the impression that the program was good for children and for the teens was a close second in Little Rock. General comments from the teens centered around responses that the program should continue. Discontinuation after the 1972-1973 program year was known by all participants and these comments obviously were aimed at this fact.

There were many teens missing for the May teen interview and the teen program assessment in Little Rock, but more than half of the 54 participants were contacted. A few were missing San Antonio and so many were not contacted in Chicago that Chicago teens could not be considered for these instruments. In general, the Little Rock and San Antonio teens expressed pleasure in their participation in the project, would liked to have expanded the program and felt it should be continued, felt they were more aware of what parenthood entailed, and reported greater understanding of significant others and of themselves. The Little Rock teens appeared to be more oriented toward teens and the program in their assessment while the San Antonio teens were more oriented toward children. The open-ended questions produced responses not in keeping with the pre- and post-measurements on standardized instruments.

Control Teens

The original plans for the evaluation called for a stratified random sample of teens matched by ethnicity, age, and sex with the experimental teens. Such a sample could not be obtained for any of the programs. The control teens in Chicago were to have been matched by age, sex, and level of English classes, but there is no confirmation that this was done. In Little Rock, the control teens were drawn from two senior English classes. The possibilities of obtaining a matched random sample were minimal because of the size of the school and because of the problems in reviewing the records to draw such a sample. The San Antonio control teens were selected by the counselor in a high school from which only three or four students were participants in Project ACT. The major source of ACT participants was one high school. The one used for matching was similar in characteristics and efforts were made to match by age, sex, and ethnicity.

Demographic characteristics.--There were 107 control teens, almost equal to the number of experimentals, 110. One third of the control teens were black (Table 21). A slightly larger proportion of these teens were white, found only in Little Rock. The ethnic distribution was very similar to the census data and to that of the experimental teens. There were more females than males in all sites and the numbers of each were very similar to those of the experimentals except for San Antonio where there was a much higher proportion of females among the controls (Table 21). The age concentration was 17 years, but there was a wide distribution over all ages, including two over the age of 18 years in Chicago. A comparison of Tables 13 and 21 demonstrates that the teens were not matched adequately for age, except for a closer fit in San Antonio. The control teens in Chicago and Little Rock tended to have fewer brothers than the experimentals in those programs. Slightly more also had no brothers. The same finding was obtained for Chicago in terms of number of sisters. Little Rock and San Antonio controls were very similar in number of sisters with the experi-

TABLE 21

SELECTED PERSONAL CHARACTERISTICS OF CONTROL TEENS

Characteristics	Chicago (N=19)		Little Rock (N=53)		San Antonio (N=35)		Total (N=107)	
	No.	%	No.	%	No.	%	No.	%
Ethnicity:								
Black	19	100.0	12	22.6	5	14.3	36	33.6
Mexican American	...	...	...	...	30	85.7	30	28.0
White	...	...	41	77.4	...	...	41	38.3
Sex:								
Male	3	15.8	16	30.2	7	20.0	36	33.6
Female	15	78.9	37	69.8	28	80.0	80	74.8
No answer	1	5.3	...	...	...	...	1	0.9
Age:								
14 years	...	...	...	...	5	14.4	5	4.6
15 years	7	37.0	1	1.9	9	25.8	17	15.9
16 years	6	31.7	5	9.5	5	14.4	16	14.8
17 years	2	10.6	36	68.0	13	37.3	51	47.6
18 years	1	5.3	10	18.9	3	8.7	14	13.0
19 years	1	5.3	1	1.9	...	...	2	1.8
20 years	1	5.3	...	...	...	...	1	0.9
No answer	1	5.3	...	...	...	...	1	0.9
Number of Brothers:								
None	2	10.5	16	30.2	1	2.9	19	17.8
One	2	10.5	15	28.3	9	25.7	26	24.3
Two	4	21.1	16	30.2	12	34.3	32	29.9
Three	4	21.1	3	5.7	6	17.1	13	12.1
Four	3	15.8	2	3.8	6	17.1	11	10.3
Five or more	2	10.5	1	1.9	1	2.9	4	3.8
No answer	2	10.5	...	...	...	...	2	1.9
Number of Sisters:								
None	3	15.8	10	18.9	...	...	13	12.1
One	1	5.3	21	39.6	7	20.0	29	27.1
Two	5	26.3	11	20.8	7	20.0	23	21.5
Three	3	15.8	7	13.2	9	25.7	19	17.8
Four	3	15.8	1	1.9	3	8.6	7	6.5
Five	2	10.5	2	3.8	6	17.1	10	9.3
Six or more	...	...	1	1.9	3	8.6	4	3.7
No answer	2	10.5	...	...	...	...	2	1.9
Ordinal Position:								
Oldest	4	21.1	20	37.7	13	37.1	37	34.6
Older, not oldest	3	15.8	4	7.5	10	28.6	17	15.9
Middle	3	15.8	8	15.1	6	17.1	17	15.9
Younger, not youngest	7	36.8	10	18.9	5	14.3	22	20.6
Youngest	...	...	9	17.0	1	2.9	10	9.3
Only child	...	...	2	3.8	...	...	2	1.9
No answer	2	10.5	...	...	...	...	2	1.9

mental teens. There were no Mexican American experimental or control teens who reported that they had no sisters. Considerably higher proportions of the control teens were the oldest children in their families. The modal category for experimental teens was that the teens were younger, but not the youngest, in their families in Chicago and Little Rock. The modal category for San Antonio experimentals was that of being the middle child. The control and experimental teens, then differed in ordinal position in the family. Little Rock was the only program with only children both among experimentals and controls.

Grade point averages.--The grade point averages for the control teens were substantially different from those of the experimental teens both for the previous semester and for the overall high school average. The proportion of B students in all three programs was higher than for the experimentals, but there tended again to be slightly over fifty percent of the Little Rock students who did not know their averages from the preceding semester (Table 22). With the experimentals and controls, it is difficult to assess adequately where these unknowns would be. In general, then, the controls tended to have better grade point averages than did the experimentals.

Socioeconomic status.--As discussed in detail above, the Hollingshead Index, which requires education and occupation, was used to determine socioeconomic status. The relevant data for this index are shown in Table 23. For maternal education, the Chicago sample had higher proportions of mothers who had completed all or part of junior high school (31.6 percent) with a decreased proportion of high school graduates and partial high school than did the Chicago experimental mothers. Little Rock control mothers were approximately the same as the experimentals. The proportion of high school graduates among the San Antonio control mothers was higher than for the mothers of experimentals (37.1 and 12.9 percent, respectively). Father's education differed, also, for the controls and experimentals. The overall proportions of fathers with partial college training decreased, with no Chicago or San Antonio fathers in this category (although there were 16.0 percent and 6.5 percent, respectively, for the experimentals). The proportion of fathers who were high school graduates was greater for the fathers of controls in Chicago and San Antonio than for the fathers of experimentals. Maternal occupation for the controls showed no mother who was a major professional (there was only one among the experimentals). The distributions for this variable were similar to those for the experimentals with the majority of mothers, probably as housewives, falling into the category of unskilled employees. There were few differences in paternal occupation except for an increased proportion of Little Rock and San Antonio control fathers in the skilled employee category over those fathers of the experimentals. The socioeconomic status was approximately the same for the families of the control and experimental teens. There were fewer Little Rock control families than experimental families in SES 3 (20.8 and 31.5 percent, respectively) with a greater proportion in SES 4 (35.8 percent as contrasted with 29.6 percent). There were a few more families in San Antonio in SES 3 and SES 4 than there were for experimental families.

TABLE 22

GRADE POINT AVERAGE IN SCHOOL FOR CONTROL TEENS

Grade Point Average	Chicago (N=19)		Little Rock (N=53)		San Antonio (N=35)		Total (N=107)	
	No.	%	No.	%	No.	%	No.	%
Previous Semester								
A	...	...	3	5.7	2	5.8	5	4.6
B	6	31.6	16	30.2	21	60.0	43	40.2
C	6	31.6	6	11.3	11	31.4	23	21.5
D	2	10.5	...	...	1	2.9	3	2.8
Don't Know	...	...	27	50.9	...	...	27	25.2
No Answer	5	26.3	1	1.9	...	...	6	5.6
Overall								
A	...	...	8	15.1	...	...	8	7.5
B	6	31.6	29	54.8	21	60.0	56	52.3
C	6	31.6	12	22.7	14	40.0	32	29.9
D	...	...	1	1.9	...	...	1	0.9
Don't Know	2	10.5	2	3.8	...	...	6	5.6
No Answer	5	26.3	1	1.9	...	...	4	3.7

TABLE 23

PARENTAL EDUCATION, OCCUPATION, AND SOCIAL POSITION FOR CONTROL TEENS

Characteristics	Chicago (N=19)		Little Rock (N=53)		San Antonio (N=35)		Total (N=107)	
	No.	%	No.	%	No.	%	No.	%
Maternal Education:								
Graduate training	...	...	4	7.5	...	...	4	3.7
College graduation	...	...	5	9.4	...	...	5	4.7
Partial college	1	5.3	15	28.3	1	2.9	17	15.9
High school graduation	3	15.8	23	43.4	9	25.7	35	32.7
Partial high school	4	21.1	4	7.5	4	11.4	12	11.2
Junior high school	6	31.6	2	3.8	7	20.0	15	14.0
Less than 7 years	...	...	...	...	12	34.3	12	11.2
No answer	5	26.3	...	...	2	5.8	7	6.5
Paternal Education:								
Graduate training	...	...	5	9.4	...	...	5	4.7
College graduation	...	...	11	20.8	...	...	11	10.3
Partial college	...	...	9	17.0	...	...	9	8.4
High school graduation	7	36.8	18	34.0	13	37.1	38	35.5
Partial high school	2	10.5	4	7.5	4	11.4	10	9.3
Junior high school	2	10.5	1	1.9	9	25.7	12	11.2
Less than 7 years	1	5.3	...	...	7	20.0	8	7.5
No answer	7	36.9	5	9.4	2	5.8	14	13.1
Maternal Occupation:								
Lesser professional	...	...	6	11.3	...	...	6	5.6
Minor professional	...	...	5	9.4	...	...	5	4.7
Clerical and sales	3	15.8	10	18.9	4	11.4	17	15.9
Skilled employees	...	...	2	3.8	...	...	2	1.9
Semi-skilled employees	...	...	3	5.7	...	...	3	2.8
Unskilled employees	14	73.7	25	47.2	30	85.7	69	64.5
Paternal Occupation:								
Major professional	...	...	5	9.4	...	...	5	4.7
Lesser professional	...	...	4	7.5	...	...	4	3.7
Minor professional	...	...	8	15.1	4	11.4	12	11.2
Clerical and sales	2	10.5	9	17.0	2	5.7	13	12.1
Skilled employees	2	10.5	12	22.6	13	37.1	27	25.2
Semi-skilled employees	2	10.5	4	7.5	9	25.7	15	14.0
Unskilled employees	4	21.1	1	1.9	...	...	5	4.7
No answer	9	47.4	10	18.9	7	20.0	26	24.3
Socioeconomic Status:								
SES 1	...	...	2	3.8	...	...	2	1.9
SES 2	...	...	7	13.2	...	...	7	6.5
SES 3	...	...	11	20.8	4	11.4	15	14.0
SES 4	4	21.1	19	35.8	6	17.1	29	27.1
SES 5	6	31.6	7	13.2	18	51.4	31	29.0
Not ascertainable[a]	9	47.3	7	13.2	7	20.0	23	21.5

[a] SES was not ascertainable for the combined index when the father's occupation or the mother's education were unknown.

Previous work with children.--There were more control teens than experimental teens who reported they had had no previous work with children (Table 24). Except for San Antonio, where there were fewer controls for the category of babysitting, those teens who had done babysitting was similar for controls and experimentals. As with the experimentals, the predominant volunteer work was in Little Rock in church-related activities. There were smaller numbers of control teens who had been engaged in previous work with children in paid capacities.

PARI.--The PARI was administered on a pre- and post-basis to the experimental teens primarily for comparative purposes to measure changes in child-rearing attitudes. Accordingly, only a brief description of the control teen PARI subscales will be presented here. As before, the lower the score, the greater the disagreement with the items on a four point continuum. The means and modes for pre- and post-data are shown in Table 25. The number of cases for the post-PARI in Chicago was very small and is shown primarily for descriptive reasons.

The control teens tended to agree, in most instances strongly, with the items making up the subscale, Encouraging Verbalization. The Little Rock and San Antonio modal responses for Item 1 showed less agreement with the item than did the Chicago modes for the pre- and posttest. On the other hand, the Chicago teens agreed less with Item 10. Very few changes occurred between the two administrations of the instrument.

On the subscale, Dependency of the Mother, the pre-response in Chicago and Little Rock tended more toward mild disagreement with mild agreement being the mode in San Antonio. The only change was in Chicago, but the small number of post-scores may account for this shift to mild agreement.

Breaking the Will subscale revealed differences by sites particularly with Item 2, "some children are just so bad they must be taught to fear adults for their own good." On the pretest, the modal response for Chicago teens was four although the mean was 2.579, which would indicate a large number of teens agreeing mildly or strongly. The mode on the posttest decreased to two. The Little Rock teens disagreed with this item, as did the San Antonio teens. While the remainder of the items ranged around two and three for the pre- and posttest, only the Chicago teens had a mode of strongly agree on the pre- and posttest for the item, "a wise parent will teach a child early just who is boss."

There was a greater tendency of the Chicago and San Antonio teens than the Little Rock teens to agree to the items constituting the Martyrdom subscale, with modal responses on a pre- and post-basis for Items 3 and 33 ("children should realize how much parents have to give up for them" and "children should be more considerate of their mothers since their mothers suffer so much for them."). Changes that occurred among the teens were in the direction of disagreement.

TABLE 24

PREVIOUS WORK WITH CHILDREN BY CONTROL TEENS

Capacities	Chicago (N=19)		Little Rock (N=53)		San Antonio (N=35)		Total (N=107)	
	No.	%	No.	%	No.	%	No.	%
None	11	57.9	26	49.1	19	54.3	56	52.3
Babysitting	2	10.5	18	34.0	9	25.7	29	27.1
Volunteer								
Church-related	...	...	10	18.9	2	5.7	12	11.2
Nursery	2	10.5	...	...	...	...	2	1.9
Hospital	...	...	2	3.8	...	...	2	1.9
Tutor	...	...	...	...	2	5.7	2	1.9
Boy Scout Instructor	...	...	1	1.9	...	...	1	0.9
No answer	2	10.5	...	...	...	...	2	1.9
Paid								
Nursery school	...	...	2	3.8	...	...	2	1.9
Hospital	...	...	1	1.9	...	...	1	0.9
Camp worker	...	...	1	1.9	...	...	1	0.9
Teacher aide (NYC)	2	10.5	1	1.9	2	5.7	5	4.7
Tutor	...	...	1	1.9	...	...	1	0.9
SANYO	...	...	...	...	4	11.4	4	3.7
Recreation aide	1	5.3	...	...	...	...	1	0.9
No answer	2	10.5	...	...	...	...	2	1.9

TABLE 25

MEAN AND MODAL RESPONSES TO PRE- AND POST-PARI SUBSCALE ITEMS FOR CONTROL TEENS*

Subscale Items	Chicago (N=19,7)	Little Rock (N=53,53)	San Antonio (N=35,34)	Total (N=107,93)
Encouraging Verbalization:				
1. Children should be allowed to disagree with their parents if they feel their own ideas are better.	3.105 (4) 3.857 (4)	3.132 (3) 3.038 (3)	3.114 (3) 3.088 (3)	3.084 (3) 2.738 (4)
10. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	3.278 (3) 3.286 (3)	3.623 (4) 3.566 (4)	3.400 (4) 3.265 (3)	3.491 (4) 3.019 (4)
20. A child has a right to his own point of view and ought to be allowed to express it.	3.684 (4) 3.714 (4)	3.623 (4) 3.528 (4)	3.543 (4) 3.471 (4)	3.607 (4) 3.093 (4)
31. A child's ideas should be seriously considered in making family decisions.	3.211 (4) 2.857 (3)	3.264 (4) 3.434 (4)	3.257 (3) 2.912 (4)	3.252 (3) 2.813 (4)
41. When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	3.316 (4) 3.143 (4)	3.434 (4) 3.462 (4)	3.400 (4) 3.294 (4)	3.402 (4) 2.935 (4)
Dependency of the Mother:				
30. A wise woman will do anything to avoid being by herself before and after a new baby.	2.421 (2) 3.000 (3)	2.453 (2) 2.396 (2)	2.686 (3) 2.882 (3)	2.523 (2) 2.299 (3)
Breaking the Will:				
2. Some children are just so bad they must be taught to fear adults for their own good.	2.579 (4) 2.143 (2)	1.792 (1) 1.774 (1)	1.914 (2) 2.324 (1)	1.972 (1) 1.757 (1)

*The modal categories of response are enclosed in parentheses. The first line for each item represents the pre-scores and the second line, the post-scores.

TABLE 25--Continued

Subscale Items	Chicago	Little Rock	San Antonio	Total
11. It is frequently necessary to drive the mischief out of a child before he will behave.	2.737 (3) 2.857 (3)	2.396 (3) 2.226 (2)	2.571 (2) 2.559 (2)	2.513 (3) 2.103 (2)
21. A wise parent will teach a child early just who is boss.	3.211 (4) 3.857 (4)	3.094 (3) 2.792 (3)	2.857 (3) 2.824 (3)	3.037 (3) 2.533 (3)
32. Children need some of the natural meanness taken out of them.	2.632 (2) 2.429 (3)	2.321 (2) 2.245 (2)	2.886 (3) 2.676 (3)	2.561 (3) 2.121 (2)
42. It is sometimes necessary for the parents to break the child's will.	2.842 (3) 3.000 (3)	2.792 (3) 2.442 (3)	2.886 (3) 2.853 (3)	2.832 (3) 2.290 (3)
Martyrdom:				
3. Children should realize how much parents have to give up for them.	3.421 (4) 3.429 (4)	2.811 (4) 2.642 (3)	3.628 (4) 3.353 (4)	3.187 (4) 2.598 (4)
12. A mother must expect to give up her own happiness for that of her child.	2.632 (3) 2.714 (2)	1.981 (1) 2.058 (1)	2.286 (3) 2.265 (1)	2.198 (1) 1.897 (1)
22. Few women get the gratitude they deserve for all they have done for their children.	2.789 (4) 2.429 (3)	2.547 (3) 2.434 (2)	2.657 (3) 2.765 (2)	2.626 (3) 2.243 (3)
33. Children should be more considerate of their mothers since their mothers suffer so much for them.	3.263 (4) 3.167 (4)	2.642 (3) 2.717 (3)	3.486 (4) 3.176 (4)	3.028 (4) 2.533 (3)
43. Mothers sacrifice almost all of their own fun for their children.	2.789 (3) 3.000 (3)	1.887 (2) 1.981 (2)	2.828 (4) 2.441 (2)	2.355 (2) 1.935 (2)
Strictness:				
4. A child will be grateful later on for strict training.	3.111 (4) 2.571 (3)	3.057 (3) 2.830 (3)	2.143 (3) 2.588 (3)	3.047 (3) 2.393 (3)
13. Strict discipline develops a fine strong character.	2.842 (3) 2.000 (2)	2.340 (2) 2.358 (2)	2.400 (2) 2.235 (2)	2.449 (2) 2.009 (2)

TABLE 25--Continued

Subscale Items	Chicago	Little Rock	San Antonio	Total
23. Children who are held to firm rules grow up to be the best adults.	2.421 (2) 2.857 (3)	2.509 (3) 2.623 (3)	2.371 (3) 2.647 (3)	2.449 (3) 2.327 (3)
34. Most children should have more discipline than they get.	2.789 (3) 2.833 (3)	2.679 (3) 2.830 (3)	2.914 (3) 3.088 (4)	2.776 (3) 2.543 (3)
44. Children are actually happier under strict training.	1.947 (1) 2.143 (3)	2.208 (3) 2.250 (3)	2.200 (2) 2.029 (2)	2.159 (2) 1.879 (3)
Irritability:				
5. Children will get on any woman's nerves if she has to be with them all day.	2.263 (2) 3.143 (4)	2.264 (2) 2.528 (3)	2.286 (1) 2.235 (3)	2.271 (2) 2.168 (3)
14. Mothers very often feel that they can't stand their children a moment longer.	1.947 (1) 2.429 (2)	2.792 (3) 2.755 (3)	2.800 (4) 2.824 (3)	2.645 (3) 2.421 (3)
24. It's a rare mother who can be sweet and even tempered with her children all day.	2.842 (3) 2.286 (2)	2.755 (3) 2.755 (3)	2.657 (3) 2.412 (3)	2.738 (3) 2.280 (3)
35. Raising children is a nerve-wracking job.	2.474 (1) 2.000 (1)	2.377 (2) 2.642 (3)	2.000 (1) 2.118 (2)	2.271 (2) 2.112 (3)
45. It's natural for a mother to "blow her top" when children are selfish and demanding.	2.842 (4) 3.143 (3)	2.774 (3) 2.577 (2)	3.371 (4) 3.294 (4)	2.981 (3) 2.505 (3)
Excluding Outside Influences:				
6. It's best for the child if he never gets started wondering whether his mother's views are right.	2.105 (2) 2.143 (2)	1.811 (1) 1.792 (1)	2.171 (2) 2.118 (1)	1.981 (2) 1.701 (2)
15. A parent should never be made to look wrong in a child's eyes.	2.947 (3) 3.000 (3)	2.208 (1) 2.132 (2)	2.914 (4) 3.059 (4)	2.570 (4) 2.224 (2)
25. Children should never learn things outside the home which make them doubt their parents' ideas	2.947 (4) 2.857 (2)	2.113 (2) 1.887 (1)	2.571 (2) 2.382 (2)	2.411 (2) 1.879 (2)

TABLE 25--Continued

Subscale Items	Chicago	Little Rock	San Antonio	Total
46. There is nothing worse than letting a child hear criticisms of his mother.	2.944 (3) 2.571 (2)	2.925 (3) 2.538 (3)	3.114 (4) 3.353 (4)	2.991 (4) 2.467 (3)
Deification:				
7. More parents should teach their children to have unquestioning loyalty to them.	2.368 (2) 2.143 (2)	2.094 (2) 2.038 (2)	2.143 (1) 2.265 (3)	2.159 (2) 1.869 (2)
16. The child should be taught to revere his parents above all other grown-ups.	3.263 (4) 3.000 (2)	2.887 (4) 2.925 (3)	3.600 (4) 3.382 (4)	3.187 (4) 2.720 (3)
26. A child soon learns that there is no greater wisdom than that of his parents.	3.263 (3) 2.857 (4)	2.189 (2) 2.264 (2)	3.114 (3) 2.824 (3)	2.682 (3) 2.206 (3)
36. Parents deserve the highest esteem and regard of their children.	3.263 (4) 2.667 (3)	3.170 (3) 2.981 (3)	3.486 (4) 3.235 (3)	3.290 (4) 2.654 (3)
47. Loyalty to parents comes before anything else.	3.333 (4) 3.286 (4)	2.679 (3) 2.615 (2)	3.571 (4) 3.265 (4)	3.085 (4) 2.523 (4)
Rejection of the Homemaking Role:				
27. Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	2.895 (2) 3.000 (3)	2.887 (3) 2.792 (3)	3.428 (4) 2.941 (3)	3.065 (3) 2.514 (3)
48. A young mother feels "held down" because there are lots of things she wants to do while she is young.	3.000 (4) 3.143 (4)	2.925 (3) 2.885 (3)	3.114 (4) 3.324 (3)	3.000 (3) 2.664 (3)
Avoidance of Communication:				
37. If a child has upset feelings it is best to leave him alone and not make it look serious.	2.474 (3) 2.714 (2)	1.868 (1) 2.019 (2)	2.286 (3) 2.235 (2)	2.112 (1) 1.888 (2)
49. The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	3.053 (4) 3.000 (3)	1.981 (2) 2.135 (2)	2.771 (3) 2.765 (3)	2.430 (2) 2.112 (3)

TABLE 25--Continued

Subscale Items	Chicago	Little Rock	San Antonio	Total
Suppression of Sexuality:				
17. It is very important that young boys and girls not be allowed to see each other completely undressed.	2.472 (2) 2.857 (2)	2.189 (2) 2.038 (2)	2.800 (3) 2.794 (3)	2.439 (2) 2.084 (2)
38. Sex is one of the greatest problems to be contended with in children.	3.000 (3) 2.857 (2)	2.245 (2) 2.212 (2)	3.000 (3) 2.824 (3)	2.626 (2) 2.159 (3)
Ascendance of the Mother:				
8. If a mother doesn't go ahead and make rules for the home the children and husband will get into trouble they don't need to.	2.684 (4) 2.429 (2)	2.491 (3) 2.377 (4)	2.914 (3) 2.912 (4)	2.664 (3) 2.262 (3)
18. Children and husbands do better when the mother is strong enough to settle most of the problems.	2.944 (4) 2.857 (2)	2.358 (3) 2.358 (2)	2.714 (3) 2.824 (3)	2.575 (3) 2.252 (2)
28. A mother has to do the planning because she is the one who knows what's going on in the home.	3.316 (4) 3.143 (3)	2.811 (3) 2.755 (3)	3.171 (4) 3.088 (3)	3.019 (3) 2.551 (3)
39. The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.	2.842 (4) 2.714 (2)	1.943 (2) 2.208 (2)	2.571 (2) 2.618 (3)	2.308 (2) 2.103 (2)
50. A married woman knows that she will have to take the lead in family matters.	2.842 (3) 2.857 (3)	2.094 (1) 1.827 (2)	3.086 (4) 2.735 (3)	2.551 (3) 1.944 (2)
Acceleration of Development:				
9. Most children are toilet trained by 15 months of age.	2.684 (3) 2.833 (3)	2.528 (3) 2.642 (3)	2.800 (3) 2.735 (3)	2.645 (3) 2.336 (3)
19. The sooner a child learns to walk the better he's trained.	2.842 (3) 2.857 (2)	2.491 (2) 2.434 (2)	2.914 (3) 2.971 (4)	2.692 (3) 2.336 (2)
29. The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.	3.105 (4) 2.571 (3)	2.528 (2) 2.943 (3)	2.971 (3) 2.765 (3)	2.776 (3) 2.505 (3)
40. A mother should make an effort to get her child toilet trained at the earliest possible time.	3.263 (4) 3.571 (4)	2.981 (3) 2.906 (3)	3.514 (4) 3.235 (4)	3.206 (4) 2.701 (4)
51. A child should be weaned away from the bottle or breast as soon as possible.	3.263 (4) 3.429 (4)	2.849 (3) 2.788 (3)	3.171 (4) 3.441 (4)	3.028 (4) 2.673 (3)

There were very few modal responses of strong agreement among the control teens on the subscale, Strictness. The Chicago teens on the pretest tended toward strong agreement for Item 4 and the San Antonio teens on the posttest tended to strong agreement on Item 34. The only modal response of strong disagreement was the Chicago control teens for Item 44, "children are actually happier under strict training." There were few changes in modal responses between the pre- and posttest responses for the teens.

The subscale, Irritability, had modal responses of strongly agree for San Antonio teens on the pretest Items 14 and 45. The latter item was strongly agree also for the Chicago pretest responses. Item 35, "raising children is a nerve-wracking job," had modal responses on the pretest of strong disagreement in Chicago and San Antonio. Most of the changes that occurred were movement toward agreement.

There were differences among the teens in the three cities on the subscale, Excluding Outside Influences. The Little Rock teens tended to disagree, usually strongly, except for Item 46 with which San Antonio teens strongly agreed on the pretest and posttest. The Chicago and San Antonio teens, although they disagreed mildly in some cases, were more inclined to mild agreement on many items. Few changes occurred between the pre- and posttest scores.

The control teens tended to agree with the items constituting the subscale, Deification. The items relate to the wisdom and loyalty that youngsters should respect and show for their parents and in fact, do seem to deal with the deification of the parents. The modal category of mild disagreement was reported only for Items 7 and 26, the first by the Chicago and Little Rock teens and the second by the Little Rock teens. There were few changes again for this subscale on the pre- and posttest results.

Through the agreement with items on the subscale, Rejection of the Homemaking Role, the control teens appeared to reject the homemaking role. The influence of the males in the sample might affect these results; however, the small number of males probably would not affect the outcome. Except for Chicago teens, whose modal response on the pretest to Item 27 was mild disagreement while the mean was closer to mild agreement, the responses were mild or strong agreement. The Chicago teens shifted on the posttest to mild agreement. The only other modal shifts were among the San Antonio teens who moved from strong agreement to mild agreement.

On the subscale, Avoidance of Communication, the Little Rock control teens were more in disagreement with the two items than were the Chicago and San Antonio control teens. The changes that occurred among the teens were from mild agreement to mild disagreement for Item 37 for the Chicago and San Antonio teens while the Little Rock teens moved from strong disagreement to mild disagreement (only a slight change in means).

Except for San Antonio, most of the control teens disagreed with the items of the subscale, Suppression of Sexuality. The San Antonio teens, while the means decreased slightly between the pre- and posttest scores, remained in the mild agreement category for both items. The Little Rock teens decreased slightly in means, but remained in the mild disagreement category for the modal responses.

With Ascendance of the Mother, the Chicago teens had modal categories of strong agreement on four of the five items on the pretest with variant mean scores. The Little Rock control teens were more inclined to disagreement on the items than the other teens. Although there were relatively more shifts between the pre- and posttest scores for the teens than with the previous subscales, these changes were varied, but tended for the Chicago and San Antonio teens to be away from agreement to diagreement.

In general, the control teens were in agreement with the items of the subscale, Acceleration of Development. These results held for the San Antonio teens on the pre- and posttest scores. Little Rock teens had a mode of mild disagreement for Items 19 and 29, which increased to mild agreement on the posttest for Item 29. The Chicago teens decreased the amount of agreement on Items 19 and 29, but remained the same on others.

Self-esteem scale.--The self-esteem scale, developed by Rosenberg, as indicated above, had a total range of scores from 10 to 40. The control teens tended to be relatively favorable in their self-esteem scores ranging around 20 for mean scores. The modal responses remained constant in Little Rock and decreased by three points for San Antonio on the posttest (Table 26). There was a strong decrease among the Chicago teens, but the small number of cases for the posttest makes this finding uninterpretable. The one item which showed a low self-esteem modal response on the pre- and posttest administrations had to do with feelings of uselessness at times. The general attitudes of good self-esteem held for the items with only slight changes between the pre- and posttest scores.

Acceptance of others.--The acceptance of others, which includes the perception of acceptability to others, was collapsed into intervals of five for the total scores. The relevant collapsed categories were as follows: (9) scores of 65 through 69; (10) scores of 70 through 74; and (11) scores of 75 through 79. Examination of Table 27 reveals that the Chicago teens had modal scores in the 70 through 74 category, although the post-mean scores were in the 65 through 69 category. The Little Rock control teens had modes of 11 and means of 10.725 and 10.551 which would indicate scores of 70 through 74 on the pre- and posttest scale items. The San Antonio teens had a pre-mode of 11 which dropped to nine on the posttest although the mean scores did not change appreciably. As discussed previously, the higher the

TABLE 26

MEAN AND MODAL PRE- AND POST-SELF-ESTEEM SCALE SCORES FOR CONTROL TEENS*

Items and Scores	Chicago (N=18,7)	Little Rock (N=52,49)	San Antonio (N=34,34)	Total (N=104,90)
I feel that I'm a person of worth, at least on an equal plane with others.	1.889 (1)	1.423 (1)	1.647 (2)	1.577 (1)
	2.286 (2)	1.469 (1)	1.676 (2)	1.611 (1)
I feel that I have a number of good qualities.	1.611 (2)	1.615 (2)	1.912 (2)	1.712 (2)
	1.714 (2)	1.612 (2)	1.735 (2)	1.667 (2)
**All in all, I am inclined to feel that I am a failure.	1.778 (1)	1.596 (1)	1.676 (1)	1.654 (1)
	1.500 (1)	1.776 (2)	1.676 (1)	1.719 (2)
I am able to do things as well as most other people.	1.667 (1)	1.942 (2)	1.765 (2)	1.837 (2)
	1.857 (2)	1.755 (2)	1.765 (2)	1.767 (2)
**I feel I do not have much to be proud of.	1.833 (1)	1.673 (1)	1.794 (1)	1.740 (1)
	1.571 (2)	1.714 (2)	1.765 (1)	1.722 (1)
I take a positive attitude toward myself.	1.889 (2)	1.827 (2)	1.941 (2)	1.875 (2)
	2.286 (3)	1.857 (2)	1.912 (2)	1.911 (2)
On the whole, I am satisfied with myself.	1.889 (1)	2.212 (2)	1.941 (2)	2.067 (2)
	1.857 (1)	2.122 (2)	1.735 (2)	1.956 (2)
**I wish I could have more respect for myself.	2.333 (2)	2.769 (3)	2.265 (2)	2.529 (2)
	2.333 (2)	2.776 (3)	2.441 (2)	2.618 (3)
**I certainly feel useless at times.	2.889 (3)	2.769 (3)	2.529 (3)	2.712 (3)
	2.714 (3)	2.837 (3)	2.324 (3)	2.633 (3)
**At times I think I am no good at all.	2.222 (3)	2.500 (3)	2.353 (3)	2.404 (3)
	2.429 (2)	2.490 (2)	1.971 (1)	2.289 (2)
Total score	20.000 (14)	20.654 (20)	19.559 (19)	20.183 (19)
	20.000 (21)	20.163 (20)	19.000 (22)	19.711 (23)

*The single asterisk is shown to indicate that the second row figures relate to the post-measurements. The modes are enclosed in parentheses.

**The double asterisk indicates reverse items.

TABLE 27

MEAN AND MODAL PRE- AND POST-ACCEPTANCE OF OTHERS SCALE FOR CONTROL TEENS*

Items and Scores	Chicago (N=17,7)	Little Rock (N=51,49)	San Antonio (N=35,34)	Total (N=103,90)
People are too easily led.	3.056 (3) 2.429 (3)	2.490 (3) 2.347 (3)	2.588 (2) 2.735 (3)	2.621 (3) 2.500 (3)
**I like people I get to know.	3.667 (5) 3.286 (2)	4.235 (5) 3.735 (5)	4.182 (5) 4.147 (5)	4.165 (5) 3.856 (5)
People these days have pretty low moral standards.	3.333 (4) 3.571 (3)	3.140 (3) 3.102 (3)	3.294 (3) 3.000 (3)	3.225 (3) 3.100 (3)
Most people are pretty smug about themselves, never really facing their bad points.	3.056 (4) 2.571 (3)	2.706 (3) 2.633 (3)	2.735 (3) 2.412 (2)	2.777 (3) 2.544 (3)
**I can be comfortable with nearly all kinds of people.	2.778 (2) 2.714 (3)	3.220 (3) 3.490 (5)	3.676 (3) 3.353 (3)	3.294 (5) 3.378 (5)
All people can talk about these days, it seems, is movies, TV, and foolishness like that.	3.000 (5) 2.429 (2)	3.510 (3) 3.408 (4)	3.059 (1) 3.147 (3)	3.272 (3) 3.233 (3)
People get ahead by using "pull," and not because of what they know.	3.278 (5) 2.571 (2)	3.039 (3) 2.837 (3)	3.176 (3) 3.118 (3)	3.126 (3) 2.922 (3)
If you once start doing favors for people, they'll just walk all over you.	1.722 (1) 1.571 (1)	2.961 (3) 3.306 (4)	2.706 (3) 2.588 (1)	2.660 (3) 2.900 (3)
People are too self-centered.	2.944 (4) 2.286 (3)	2.647 (3) 2.694 (3)	3.000 (3) 2.647 (3)	2.816 (3) 2.644 (3)
People are always dissatisfied and hunting for something new.	2.222 (1) 2.000 (1)	2.137 (2) 1.959 (1)	2.382 (2) 2.059 (1)	2.233 (1) 2.000 (1)
With many people you don't know how you stand.	3.111 (3) 3.000 (3)	2.843 (3) 2.469 (3)	2.588 (3) 2.765 (3)	2.806 (3) 2.622 (3)
You've probably got to hurt someone if you're going to make something out of yourself.	2.647 (1) 3.429 (4)	3.549 (5) 3.857 (5)	3.294 (3) 3.147 (4)	3.314 (5) 3.556 (5)
People really need a strong, smart leader.	1.944 (1) 1.714 (1)	1.961 (1) 2.102 (1)	1.882 (1) 1.941 (1)	1.932 (1) 2.011 (1)
I enjoy myself most when I am alone, away from people.	2.667 (1) 3.286 (5)	2.824 (3) 3.122 (3)	3.647 (5) 3.412 (5)	3.068 (3) 3.244 (3)

*The single asterisk is shown to indicate that the second row figures relate to the post-measurements. The modes are enclosed in parentheses.

**The double asterisks indicate reverse items.

TABLE 27--Continued

Items and Scores	Chicago	Little Rock	San Antonio	Total
I wish people would be more honest with you.	1.889 (1)	1.902 (1)	2.000 (1)	1.932 (1)
	2.000 (2)	1.857 (1)	2.088 (1)	1.956 (1)
**I enjoy going with a crowd.	2.529 (1)	3.039 (3)	3.794 (5)	3.206 (5)
	2.429 (2)	3.061 (3)	3.735 (5)	3.267 (3)
In my experience, people are pretty stubborn and unreasonable.	2.889 (3)	3.196 (4)	3.265 (3)	3.165 (4)
	3.143 (3)	2.898 (3)	3.118 (3)	3.000 (3)
**I can enjoy being with perople whose values are very different from mine.	3.333 (5)	3.333 (4)	3.324 (3)	3.330 (4)
	3.286 (3)	3.000 (2)	3.294 (3)	3.133 (3)
**Everybody tries to be nice.	2.556 (1)	2.960 (3)	3.118 (3)	2.941 (3)
	3.286 (3)	3.286 (3)	3.735 (4)	3.456 (3)
The average person is not very well satisfied with himself.	4.000 (5)	2.882 (3)	3.265 (3)	3.204 (3)
	3.143 (4)	2.939 (3)	3.088 (3)	3.011 (3)
Acceptability to Others:				
People are quite critical of me.	3.529 (3)	3.340 (3)	3.353 (3)	3.376 (3)
	3.143 (3)	3.245 (4)	3.424 (3)	3.303 (3)
I feel "left out," as if people don't want me around.	3.588 (5)	3.451 (4)	4.059 (5)	3.676 (5)
	4.000 (4)	3.388 (4)	3.706 (5)	3.556 (5)
**People seem to respect my opinion about things.	3.353 (4)	3.549 (4)	3.412 (4)	3.471 (4)
	3.286 (4)	3.633 (4)	3.559 (4)	3.578 (4)
**People seem to like me.	3.471 (3)	3.588 (4)	3.941 (5)	3.686 (4)
	3.429 (4)	3.816 (4)	4.000 (4)	3.856 (4)
**Most people seem to understand how I feel about things.	3.529 (5)	3.235 (4)	3.324 (3)	3.314 (3)
	3.571 (3)	3.449 (3)	3.706 (3)	3.556 (3)
Total scores	10.167 (10)	10.725 (11)	11.353 (11)	10.835 (11)
	9.857 (10)	10.551 (11)	10.941 (9)	10.775 (11)

score on the self-acceptance scale, the greater the self acceptance and acceptability to others on a range from 25 to 125. The low items varied among the three cities. Chicago was low on items dealing with doing favors, dissatisfaction among people, and leadership. At the same time, these teens felt that people seemed to respect their opinion about things. The Little Rock teens were low on leadership and the wish that people would be more honest. These same teens were high on the pre- and posttest for one item in particular: "You've probably got to hurt someone if you're going to make something out of yourself." The San Antonio control teens were consistently low on leadership and honesty. While all three goupings of teens were low on the felt need for a strong, smart leader, the similarities disappeared, primarily because all teens tended to be high on most items.

Knowledge of child development concepts.--The total number of responses by type of response was used for the pre- and posttest results for the knowledge of child development concepts. The response rate in Chicago was so low, as few as two, that the Chicago posttest was not counted. On the pre- and posttest, the Little Rock control teens were considerably higher than the San Antonio and Chicago teens for correct answers (Table 28). The discrepancy between Little Rock and San Antonio decreased for the posttest scores. The Chicago and Little Rock control teens were similar for other types of responses on the pretest, but San Antonio had fewer incorrect responses and Chicago more than Little Rock. There were more "don't know" responses in San Antonio for the pretest. On the posttest responses, with no "don't know" answers, the incorrect category increased for San Antonio and Little Rock. Apparently the "don't know" answers went into the incorrect category on the posttest.

A brief examination of the mean and modal categories of response has shown that the modal categories of response on the pre- and posttest scores did not reflect much increased knowledge of conception. Teens appeared to be less knowledgeable in the age ranges when certain common behaviors had occurred and about coordination, whether fine or gross. Unfortunately, the last six questions were omitted for the San Antonio control teens as they were with the experimental teens. In general, the Little Rock teens had more knowledge than the Chicago and San Antonio teens, but all teens lacked knowledge in most areas.

Young Children

Since the focus of the evaluation was on the adolescents, or teens, very little information was sought for the young children other than knowledge that they were not being injured through the program.. The young children were administered the Preschool Achievement Record (PAR) on a pre- and post-basis. In addition, there was a personal data sheet for each young child in the programs to elicit demographic characteristics.

TABLE 28

PRE- AND POST-KNOWLEDGE OF CHILD DEVELOPMENT CONCEPTS FOR CONTROL TEENS*

Responses	Chicago		Little Rock		San Antonio		Total	
	No.	%	No.	%	No.	%	No.	%
Correct	115	25.5	1037	48.2	366	30.3	1490	39.6
	...	...	769	42.3	366	37.6	1200	40.7
Both correct and incorrect	108	23.9	491	22.8	298	24.7	897	23.8
	...	...	457	25.1	153	15.7	633	21.5
Incorrect	178	39.5	404	18.8	361	29.9	941	25.0
	...	...	593	32.6	455	46.7	1113	37.8
Don't know	50	11.1	217	10.1	181	15.0	434	11.5
	...	...	...	...	...	...	...	...
Total	451	100.0	2149	100.0	1206	100.0	3762	100.0
	...	...	1819	100.0	974	100.0	2946	100.0

*The second row for each type of response is the post-response.

The disparity between male and female teens was not reflected in the sex composition of the young children involved in the various programs (Table 29). There were as many or more males than females in the programs although the teen proportions were exactly the opposite. Only in San Antonio were there children under the age of two and these were minimal. It should be noted, however, that many of the young children were continued from year to year in the program which was not true of the teens. Little Rock, of course, worked only with kindergarten children who would be five years of age. The ethnic composition of the programs was completely in accord with the census data and with the teen data, except in Little Rock where there were more blacks than would be expected given the ethnic composition of the city and of the service area. In terms of ordinal position, the children were either the oldest or the youngest members of their families. A larger proportion of the children were only children than was true of the teens which could be a function of the ages of the parents.

The calculations of socioeconomic status were somewhat difficult for the young children because of the lack of information in Little Rock and San Antonio. Chicago, on the other hand, was able to obtain most of the information. Among the mothers of young children, Little Rock was the only city that had mothers with college and graduate degrees. Almost one-fourth of the mothers in San Antonio had less than seven years of schooling, but 28.6 percent of the sample did not provide the information (Table 30). The majority of mothers in Chicago had had some high school training. The Little Rock fathers also had received more formal education than the Chicago and San Antonio fathers, although there was no information for 37.2 percent of the latter fathers. The mothers of young children were similar to the mothers of the teens in occupational status with the majority, particularly in Chicago and San Antonio, being classified as unskilled and presumably most of them were housewives. Again, there were 28.6 percent of the mothers in San Antonio for whom there was no information. There was one Chicago father in a lesser

TABLE 29

SELECTED CHARACTERISTICS OF YOUNG CHILDREN

Characteristics	Chicago (N=26) No.	Chicago (N=26) %	Little Rock (N=41) No.	Little Rock (N=41) %	San Antonio (N=35) No.	San Antonio (N=35) %	Total (N=102) No.	Total (N=102) %
Sex:								
Male	15	57.7	20	48.8	18	51.4	53	52.0
Female	11	42.3	21	51.2	17	48.6	49	48.0
Age:								
1 year or less	...	...	...	...	3	8.6	3	3.0
2 years	2	7.6	...	...	13	37.2	15	14.9
3 years	7	26.8	...	...	9	25.8	16	15.8
4 years	15	57.7	...	...	...	...	15	14.7
5 years	1	3.8	38	92.7	...	...	39	38.3
6 years	...	...	1	2.4	...	...	1	1.0
No answer	1	3.8	2	4.9	10	28.6	13	12.7
Ethnicity:								
Black	26	100.0	21	51.2	4	11.4	51	50.0
Mexican American	...	...	...	...	31	88.6	31	30.4
White	...	...	20	48.8	...	...	20	19.6
Ordinal Position:								
Oldest	7	26.9	11	26.8	3	8.6	21	20.6
Older, not oldest	1	3.8	...	...	...	...	1	1.0
Middle	1	3.8	2	4.9	2	5.7	5	4.9
Younger, not youngest	6	23.1	1	2.4	1	2.9	8	7.8
Youngest	8	30.8	16	39.0	16	45.7	40	39.2
Only child	2	7.7	9	22.0	3	8.6	14	13.7
No answer	1	3.8	2	4.9	10	28.6	13	12.7

professional occupation, although the Little Rock fathers were dispersed over all occupational categories. The majority of Chicago and San Antonio fathers, however, were in skilled manual and unskilled occupations. In Little Rock and San Antonio, there were 29.3 percent and 42.9 percent, respectively, of the fathers for whom occupation was unknown. Given these sparse results, the Hollingshead Index was computed for all families. There was one family in Chicago with an SES 2 rating while the remainder were in SES 4 and 5. There were no SES 1 families in any of the cities. Little Rock, as consistent with the socioeconomic data for the teens, had a higher SES rating overall than did the Chicago and San Antonio families. The majority of the Chicago families were in SES 5 and the majority of the San Antonio families were in SES 4. Lacking so much information, however, makes these classifications as characteristics extremely tenous.

TABLE 30

PARENTAL EDUCATION, OCCUPATION, AND SOCIAL POSITION FOR PARENTS OF CHILDREN

Characteristics	Chicago (N=26)		Little Rock (N=41)		San Antonio (N=35)		Total (N=102)	
	No.	%	No.	%	No.	%	No.	%
Maternal Education:								
Graduate training	...	...	2	4.9	...	...	2	2.0
College graduation	...	...	6	14.6	...	...	6	5.9
Partial college	2	7.7	10	24.4	1	2.9	13	12.7
High school graduation	6	23.1	8	19.5	8	22.9	22	21.6
Partial high school	11	42.3	6	14.6	2	5.7	19	18.6
Junior high school	6	23.1	2	4.9	6	17.1	14	13.7
Less than 7 years	...	...	1	2.4	8	22.9	9	8.8
No answer	1	3.8	6	14.6	10	28.6	17	16.7
Paternal Education:								
Graduate training	...	...	6	14.6	...	...	6	5.9
College graduation	...	...	4	9.8	1	2.9	5	4.9
Partial college	2	7.7	6	14.6	1	2.9	9	8.8
High school graduation	8	30.8	12	29.3	9	25.7	29	28.4
Partial high school	8	30.8	3	7.3	3	8.6	14	13.7
Junior high school	4	15.4	4	9.8	5	14.3	13	12.7
Less than 7 years	1	3.8	1	2.4	3	8.6	5	4.9
No answer	3	11.5	5	12.2	13	37.2	21	20.6
Maternal Occupation:								
Minor professional	1	3.8	11	26.8	...	...	12	11.8
Clerical and sales	4	15.4	9	22.0	2	5.7	15	14.7
Skilled employees	3	11.5	1	2.4	2	5.7	6	5.9
Semi-skilled employees	3	11.5	1	2.4	...	...	4	3.9
Unskilled employees	13	50.0	15	36.6	21	60.0	49	48.0
No answer	2	7.7	4	9.8	10	28.6	16	15.7
Paternal Occupation:								
Major professional	...	...	1	2.4	...	...	1	1.0
Lesser professional	1	3.8	1	2.4	...	...	2	2.0
Minor professional	...	...	8	19.5	1	2.9	9	8.8
Clerical and sales	...	...	7	17.1	5	14.3	12	11.8
Skilled employees	8	30.8	5	12.2	9	25.7	22	21.6
Semi-skilled employees	1	3.8	3	7.3	1	2.9	5	4.9
Unskilled employees	6	23.1	4	9.8	4	11.4	14	13.7
No answer	3	11.5	12	29.3	15	42.9	37	36.2
Socioeconomic Status:[a]								
SES 2	1	3.8	3	7.3	...	...	4	3.9
SES 3	...	...	10	24.4	1	2.9	11	10.8
SES 4	7	26.9	11	26.8	12	34.3	30	29.4
SES 5	10	38.5	7	17.1	7	20.0	24	23.5
No ascertainable	8	30.8	10	24.4	15	42.9	33	32.3

[a] SES was not ascertainable for the combined index when the father's occupation or the mother's education were unknown.

The Preschool Attainment Record (PAR), designed by Edgar A. Doll and distributed by the American Guidance Service, provides a developmental profile for ages zero (in months and years) to 84 months or seven years. There are three developmental areas: (1) physical, (2) social, and (3) intellectual. Within each area there are two or three categories of items divided into 14 six-month intervals. Scores for each category range from zero to 14. The scores for items passed on each series may be summated for a total raw score. It is possible also to obtain a score for items passed by age periods, which, when summated over all age periods will equal the raw score. This raw score is used to obtain the attainment age. An attainment quotient is calculated through division of attainment age by life age. For the Project ACT young children the scores for items passed by category were used.

Physical development.--There were two series of developmental steps for physical development: Ambulation and Manipulation. Ambulation began with "sits unsupported" and concluded with "rides play vehicles." Table 31 presents the pre- and post-mean and modal responses for the young children by sites and by total. (With many of the items in the table, there was a multimodal distribution caused by dispersion of scores and these were not included.) All of the children, regardless of site, increased in mean scores on Ambulation with the greatest increase in Chicago where the pretest mean was 9.48 and the posttest mean was 12.50 for items passed by category.

Manipulation categories began with "reaches, arms" and concluded with "pastes cut-outs." Children in Chicago and Little Rock increased in their manipulative development, with the greatest increase occurring again in Chicago. The San Antonio children decreased slightly in mean scores but the pretest score was relatively high in the beginning.

Social development.--There were three categories of items for social development: Rapport, Communication, and Responsibility. The first item in the Rapport category was "regards, responds" and the maximum item was "plays rule games." The means for Little Rock and Chicago increased from the pretest to the posttest. The Chicago mean increased to a greater extent. San Antonio again which was high on the pretest decreased slightly on the posttest.

The Communication category began with "babbles inarticulately" and concluded with "adds to 10." The pretest scores for Communication were lower than most of the preceding pretest scores, with lower scores in Chicago and San Antonio than in Little Rock. The posttest means and modes increased for Little Rock and Chicago but the mean decreased slightly for San Antonio while the mode remained the same.

TABLE 31

PRE AND POST MEANS AND MODES ON PAR DEVELOPMENTAL SCALES FOR YOUNG CHILDREN*

Developmental Characteristics	Chicago (N=25,22)	Little Rock (N=39,40)	San Antonio (N=25,26)	Total (N=89,88)
Physical:				
Ambulation	9.48 (10.5)	11.98 (13.0)	11.64	11.45 (13.0)
	12.50 (13.0)	13.61 (14.0)	12.00 (14.0)	12.70 (14.0)
Manipulation	9.56	11.04 (11.5)	10.98	11.00 (11.5)
	12.14 (12.5)	13.64 (14.0)	10.77	12.18 (13.0)
Social:				
Rapport	9.94	12.24 (13.0)	12.02 (12.0)	12.91 (13.0)
	12.09 (12.5)	13.31 (14.0)	11.94	12.45 (14.0)
Communication	8.50 (8.5)	10.52 (11.5)	8.86 (9.0)	9.72 (10.0)
	10.36 (11.0)	12.51 (13.0)	8.81 (9.0)	25.56 (13.0)
Responsibility	9.34 (10.0)	12.35 (14.0)	12.18 (14.0)	11.74 (14.0)
	12.11	13.42 (14.0)	11.10 (12.5)	12.21 (14.0)
Intellectual:				
Information	9.88 (10.0)	12.15 (13.0)	9.50 (10.0)	11.04 (10.0)
	11.75 (12.0)	13.21 (14.0)	9.81 (10.0)	11.59 (14.0)
Ideation	9.56 (9.5)	11.45 (13.0)	8.60 (11.0)	10.49 (13.0)
	11.66 (12.5)	12.68 (13.0)	9.38	11.24 (13.0)
Creativity	9.22	11.60 (11.5)	10.42 (13.0)	10.86 (13.0)
	10.95 (9.5)	13.55 (14.0)	9.27	11.26 (14.0)
Life Age in Years				
Pre	3.90 (4.33)	5.23 (5.08)	2.39	4.30 (5.08)
Post	4.51 (4.75)	6.14 (6.33)	2.94 (3.58)	4.80 (6.33)
Attainment Age in Years				
Pre	4.58	5.83 (6.37)	5.26	5.31
Post	5.81	6.55 (6.87)	5.22	5.97 (6.40)
Attainment Quotient				
Pre	113 (118)	106 (110)	204 (158)	139 (110)
Post	129	107 (105)	184	140 (105)

*The second row for each item contains the post-data. Modes are enclosed in parentheses. Where there is no mode entered, the distribution was multimodal.

For the category of Responsibility (low item, "nurses, breast or bottle" and high item "observes routines"), Chicago and Little Rock again showed increases in mean scores between the pre- and posttest while the mean and mode for San Antonio decreased. The Little Rock children showed a minimal increase in mean scores and the modal score of 14 remained the same. Chicago, again, showed the greatest increase in mean scores, moving from a pretest of 9.34 to a posttest of 12.11.

Intellectual development.--There were three categories of items for intellectual development: Information, Ideation, and Creativity. The Information category had a minimum item of "recognizes a few" and a maximum of "knows address." The Little Rock children, who were the only kindergarten children in the grouping, had higher pre- and post-mean and modal scores than did the younger Chicago and San Antonio children. The greatest increase occurred in Chicago.

The Ideation category had a low item of "resists unfamiliar" and a high item of "tells hour." The pretest means for Chicago and San Antonio both were low but increased on the posttest as did the modes. The Little Rock children were higher on the pretest and increased slightly on the posttest.

The Creativity category with a low item of "demands attention" and a high item of "experiments, modifies" showed for the Chicago children a slight increase in the post-mean (from 9.22 to 10.95). The Little Rock mean and mode increased on the posttest. On the other hand, the San Antonio children decreased on the posttest.

Attainment quotient.--The first step in obtaining the attainment quotient was the calculation of the life age. Since the PAR was administered at two different points in time, the mean ages of all children had to increase. The attainment age did increase with the greatest growth among the Chicago children. The attainment quotient which increased in Chicago and Little Rock but decreased in San Antonio with the high category means and the high attainment quotient. Both Chicago and San Antonio pre- and posttest mean attainment quotients were higher than Little Rock. The San Antonio pretest mean, however, was a startling 204 that dropped to a posttest mean of 184. Similar extreme values were found when Dr. Bettye Caldwell tested the San Antonio children at the end of the first year of the program. Dr. Caldwell did write to the American Guidance Service and was told that they were in the process of restandardizing the PAR. SSRI will pursue this inquiry in an attempt to explain the results in Chicago and San Antonio. The Little Rock attainment quotient which increased by one point seemed to be more in accord with expectations.

In summary, it would appear that the children enrolled in the three programs were not damaged in their physical, social, or intellectual growth. All of the children demonstrated developmental growth by the increased mean and modal scores. The Chicago children demonstrated the most growth. The San Antonio children were sufficiently high on the pretest that it would have been difficult for them to increase in developmental scores. As a consequence, only the San Antonio children decreased in mean scores, usually only with slight downward shifts. No explanation is offered at this time.

Parents of Experimental Teens

The number of parents of teens was almost equal to the number of experimental teens, i.e., there were 105 parents, 23 in Chicago, 53 in Little Rock, and 29 in San Antonio. Some parents did have more than one teen in the programs. The PARI was administered to these parents on the same pre- and post-basis as with the teens for a comparison of attitudes toward child-rearing practices. There were fewer post-responses on the PARI in Chicago and Little Rock, but through the personal contact of the local evaluator in San Antonio, only one parent did not take the post-PARI. The other instrument administered to the parents was an interview to obtain the parent's assessment of Project ACT.

Three demographic variables were taken from the teen personal data sheets and are shown in Table 32. The sex, ethnic, and SES distribution by site and total are, as would be expected, in accord with the teen data. There were considerably more females, mothers, than males, fathers, who completed the instruments. The ethnic distribution is the same as the census tract data. The only respondents in SES 1 and SES 2 were in Little Rock. Except for 10.3 percent of the San Antonio families in SES 3, the majority of the Chicago and San Antonio families were located in SES 5, or the lowest status position.

PARI.--The parents of experimental teens tended to agree strongly with all of the items on the subscale, Encouraging Verbalization, except the Little Rock parents who mildly agreed with Item 1, "children should be allowed to disagree with their parents if they feel their own ideas are better." The posttest means and modes revealed only slight shifts (Table 33).

Differences were encountered for the one item retained in the Dependency of the Mother subscale. The Chicago mothers demonstrated strong agreement with the item while Little Rock parents tended toward disagreement and San Antonio parents were similar in means on the pretest and posttest although the modal categories for these parents changed from mildly disagree to strongly agree.

TABLE 32

SELECTED CHARACTERISTICS OF THE PARENTS OF EXPERIMENTAL TEENS

Characteristics	Chicago (N=23)		Little Rock (N=53)		San Antonio (N=29)		Total	
	No.	%	No.	%	No.	%	No.	%
Sex								
Male	4	17.4	9	17.0	3	10.3	16	15.2
Female	19	82.6	41	77.4	26	89.8	86	81.9
No answer	...	...	3	5.7	...	...	3	2.9
Ethnicity								
Black	23	100.0	13	24.5	3	10.3	39	37.1
Mexican American	...	...	...	...	26	89.7	26	24.8
White	...	...	40	75.5	...	...	40	38.1
SES (005)								
SES 1	...	...	2	3.8	...	...	2	1.9
SES 2	...	...	9	17.0	...	...	9	8.6
SES 3	...	...	17	32.1	3	10.3	20	19.0
SES 4	3	13.0	16	30.2	4	13.8	23	21.9
SES 5	14	60.9	3	5.7	16	55.2	33	31.4
Not ascertainable	6	26.1	6	11.3	6	25.7	18	17.1

The pretest modes for the subscale, Breaking the Will, generally tended toward strong agreement by the Chicago and San Antonio parents. Item 2, "some children are just so bad they must be taught to fear adults for their own good," had pre- and posttest modes of strong disagreement among the Little Rock parents which was the opposite of the other parents. On the remainder of the items, despite variant means, the modal Little Rock responses were mild agreement. Little change occurred in the Chicago and San Antonio responses.

The subscale, Martyrdom, received strong agreement in Chicago and San Antonio with modes of four on all items and means over three except for the posttest means on Item 12 which were 2.714 for Chicago and 2.769 for San Antonio. On the other hand, the means and modes for Little Rock all were low indicating primarily strong disagreement.

TABLE 33

MEAN AND MODAL RESPONSES TO PRE- AND POST-PARI SUBSCALE ITEMS FOR PARENTS OF TEENS

Subscale Items	Chicago (N=21,14)	Little Rock (N=52,29)	San Antonio (N=27,26)	Total (N=100,69)
Encouraging Verbalization:				
1. Children should be allowed to disagree with their parents if they feel their own ideas are better.	2.810 (4) 3.067 (4)	3.135 (3) 3.000 (3)	3.037 (4) 2.808 (4)	3.040 (3) 2.943 (3)
10. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	3.333 (4) 3.929 (4)	3.577 (4) 3.483 (4)	3.481 (4) 3.308 (3)	3.500 (4) 3.507 (4)
20. A child has a right to his own point of view and ought to be allowed to express it.	3.667 (4) 3.786 (4)	3.596 (4) 3.621 (4)	3.704 (4) 3.346 (4)	3.640 (4) 3.551 (4)
31. A child's ideas should be seriously considered in making family decisions.	3.429 (4) 3.643 (4)	3.078 (4) 3.414 (3)	3.333 (4) 2.808 (3)	3.222 (4) 3.232 (3)
41. When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	3.524 (4) 3.929 (4)	3.529 (4) 3.414 (4)	3.444 (4) 3.462 (4)	3.505 (4) 3.536 (4)
Dependency of the Mother:				
30. A wise woman will do anything to avoid being by herself before and after a new baby.	3.143 (4) 3.143 (4)	1.961 (2) 1.893 (1)	2.630 (2) 2.615 (4)	2.394 (2) 2.426 (1)
Breaking the Will:				
2. Some children are just so bad they must be taught to fear adults for their own good.	2.619 (4) 2.571 (4)	1.558 (1) 1.655 (1)	2.444 (2) 2.654 (4)	2.020 (1) 2.217 (1)

•The modal categories of response are enclosed in parentheses. The first line for each item represents the pre-scores and the second line, the post-scores.

TABLE 33--Continued

Subscale Items	Chicago	Little Rock	San Antonio	Total
11. It is frequently necessary to drive the mischief out of a child before he will behave.	2.905 (4) 2.929 (4)	2.039 (1) 1.897 (2)	3.111 (4) 3.077 (4)	2.515 (3) 2.551 (4)
21. A wise parent will teach a child early just who is boss.	3.714 (4) 4.000 (4)	3.115 (4) 3.069 (3)	3.630 (4) 3.346 (4)	3.380 (4) 3.362 (4)
32. Children need some of the natural meanness taken out of them.	3.250 (4) 3.357 (4)	2.059 (1) 1.750 (1)	3.407 (4) 2.962 (4)	2.673 (4) 2.544 (4)
42. It is sometimes necessary for the parents to break the child's will.	3.238 (3) 3.643 (4)	2.275 (1) 2.138 (2)	3.148 (3) 2.731 (3)	2.717 (3) 2.667 (3)
Martyrdom:				
3. Children should realize how much parents have to give up for them.	3.619 (4) 3.500 (4)	2.288 (1) 2.143 (3)	3.185 (4) 3.000 (4)	2.810 (4) 2.750 (4)
12. A mother must expect to give up her own happiness for that of her child.	3.999 (4) 2.714 (4)	1.788 (1) 1.621 (1)	3.111 (4) 2.769 (4)	2.400 (1) 2.275 (1)
22. Few women get the gratitude they deserve for all they have done for their children.	3.238 (4) 3.214 (4)	2.135 (2) 2.069 (1)	3.259 (4) 3.192 (4)	2.670 (4) 2.725 (4)
33. Children should be more considerate of their mothers since their mothers suffer so much for them.	3.381 (4) 3.357 (4)	1.843 (1) 2.138 (2)	3.185 (4) 3.038 (4)	2.535 (4) 2.725 (4)
43. Mothers sacrifice almost all of their own fun for their children.	3.100 (4) 3.357 (4)	1.804 (1) 1.655 (1)	3.185 (4) 3.038 (4)	2.449 (1) 2.522 (4)
Strictness:				
4. A child will be grateful later on for strict training.	3.286 (4) 3.857 (4)	3.269 (4) 3.310 (4)	3.630 (4) 3.500 (4)	3.370 (4) 3.493 (4)
13. Strict discipline develops a fine strong character.	2.714 (4) 3.071 (4)	2.712 (3) 2.655 (3)	3.111 (3) 3.192 (4)	2.820 (3) 2.943 (3)

TABLE 33--Continued

Subscale Items	Chicago	Little Rock	San Antonio	Total
23. Children who are held to firm rules grow up to be the best adults.	2.762 (4) 2.500 (2)	2.827 (3) 3.000 (3)	3.296 (4) 2.923 (4)	2.940 (4) 2.870 (4)
34. Most children should have more discipline than they get.	3.381 (4) 3.786 (4)	3.340 (3) 3.276 (3)	3.296 (4) 3.269 (3)	3.337 (4) 3.377 (4)
44. Children are actually happier under strict training.	2.429 (3) 2.929 (4)	2.647 (3) 2.655 (3)	2.889 (4) 2.692 (4)	2.667 (3) 2.725 (3)
Irritability:				
5. Children will get on any woman's nerves if she has to be with them all day.	3.190 (4) 3.214 (4)	2.462 (2) 2.552 (3)	2.778 (3) 2.808 (4)	2.700 (3) 2.783 (3)
14. Mothers very often feel that they can't stand their children a moment longer.	2.190 (1) 1.714 (1)	2.404 (2) 2.552 (2)	2.259 (3) 2.269 (3)	2.320 (1) 2.275 (1)
24. It's a rare mother who can be sweet and even tempered with her children all day.	3.095 (4) 3.143 (4)	3.288 (4) 3.069 (3)	3.259 (4) 3.115 (3)	3.240 (4) 3.101 (4)
35. Raising children is a nerve-wracking job.	3.095 (4) 3.000 (3)	2.647 (2) 2.414 (2)	2.852 (4) 2.731 (2)	2.798 (4) 2.652 (2)
45. It's natural for a mother to "blow her top" when children are selfish and demanding.	3.429 (4) 4.000 (4)	2.941 (3) 2.724 (2)	3.185 (4) 2.962 (4)	3.111 (4) 3.072 (4)
Excluding Outside Influences:				
6. It's best for the child if he never gets started wondering whether his mother's views are right.	2.571 (3) 2.429 (3)	2.288 (2) 1.966 (2)	2.963 (3) 2.885 (3)	2.530 (3) 2.406 (3)
15. A parent should never be made to look wrong in a child's eyes.	3.000 (4) 3.500 (4)	2.442 (2) 2.483 (2)	3.296 (4) 2.577 (2)	2.790 (4) 2.725 (4)
25. Children should never learn things outside the home which make them doubt their parents' ideas	3.143 (4) 3.714 (4)	1.981 (2) 1.759 (2)	2.963 (2) 2.615 (4)	2.490 (2) 2.478 (4)

TABLE 33--Continued

Subscale Items	Chicago	Little Rock	San Antonio	Total
46. There is nothing worse than letting a child hear criticisms of his mother.	3.286 (4) 4.000 (4)	2.706 (2) 2.759 (2)	3.185 (4) 3.038 (3)	2.929 (4) 3.116 (4)
Deification:				
7. More parents should teach their children to have unquestioning loyalty to them.	2.737 (4) 2.571 (1)	2.500 (3) 2.310 (1)	3.333 (4) 3.115 (4)	2.776 (4) 2.667 (4)
16. The child should be taught to revere his parents above all other grown-ups.	3.286 (4) 3.929 (4)	2.885 (3) 2.862 (3)	3.074 (4) 3.115 (4)	3.020 (4) 3.174 (4)
26. A child soon learns that there is no greater wisdom than that of his parents.	3.095 (4) 3.429 (4)	2.058 (2) 2.037 (2)	3.407 (4) 3.192 (4)	2.640 (4) 2.754 (4)
36. Parents deserve the highest esteem and regard of their children.	3.476 (4) 3.929 (4)	2.880 (3) 3.000 (3)	3.630 (4) 3.423 (4)	3.214 (4) 3.353 (4)
47. Loyalty to parents comes before anything else.	3.619 (4) 4.000 (4)	2.333 (2) 2.379 (2)	3.519 (4) 3.231 (4)	2.929 (4) 3.029 (4)
Rejection of the Homemaking Role:				
27. Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	3.143 (4) 3.214 (4)	2.827 (3) 2.690 (3)	3.111 (3) 3.000 (4)	2.970 (3) 2.913 (4)
48. A young mother feels "held down" because there are lots of things she wants to do while she is young.	3.381 (4) 3.143 (4)	2.471 (3) 2.345 (3)	2.963 (3) 3.038 (4)	2.798 (3) 2.768 (4)
Avoidance of Communication:				
37. If a child has upset feelings it is best to leave him alone and not make it look serious.	2.619 (4) 3.000 (4)	2.059 (2) 2.276 (2)	3.259 (4) 3.231 (3)	2.505 (2) 2.783 (4)
49. The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	2.810 (4) 2.571 (3)	1.627 (1) 1.759 (2)	2.630 (3) 2.385 (1)	2.152 (1) 2.159 (2)

TABLE 33--Continued

Subscale Items	Chicago	Little Rock	San Antonio	Total
Suppression of Sexuality:				
17. It is very important that young boys and girls not be allowed to see each other completely undressed.	3.381 (4) 3.786 (4)	2.327 (2) 2.379 (3)	3.000 (4) 2.808 (4)	2.730 (4) 2.826 (4)
38. Sex is one of the greatest problems to be contended with in children.	2.857 (4) 2.786 (4)	1.740 (2) 1.897 (1)	3.333 (4) 3.038 (4)	2.418 (2) 2.507 (1)
Ascendance of the Mother:				
8. If a mother doesn't go ahead and make rules for the home the children and husband will get into trouble they don't need to.	3.190 (4) 3.286 (4)	2.192 (1) 2.138 (1)	3.259 (4) 3.038 (4)	2.690 (4) 2.710 (4)
18. Children and husbands do better when the mother is strong enough to settle most of the problems.	3.333 (4) 3.429 (4)	2.192 (1) 2.207 (3)	3.222 (4) 3.000 (4)	2.710 (4) 2.754 (4)
28. A mother has to do the planning because she is the one who knows what's going on in the home.	3.381 (4) 4.000 (4)	2.588 (3) 3.207 (3)	3.556 (4) 3.231 (4)	3.020 (4) 3.377 (4)
39. The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.	3.333 (4) 3.643 (4)	1.882 (1) 2.000 (2)	2.815 (4) 2.808 (4)	2.444 (1) 2.638 (4)
50. A married woman knows that she will have to take the lead in family matters.	2.905 (4) 3.500 (4)	1.882 (2) 1.966 (2)	3.296 (4) 3.000 (4)	2.485 (2) 2.667 (4)
Acceleration of Development:				
9. Most children are toilet trained by 15 months of age.	2.619 (4) 3.429 (4)	2.462 (3) 2.379 (3)	3.148 (4) 2.923 (4)	2.680 (3) 2.797 (3)
19. The sooner a child learns to walk the better he's trained.	3.429 (4) 3.571 (4)	2.288 (1) 1.931 (1)	3.370 (4) 2.962 (4)	2.820 (4) 2.652 (4)
29. The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.	3.333 (4) 3.643 (4)	2.258 (3) 2.207 (2)	2.963 (3) 2.923 (3)	2.848 (3) 2.768 (4)
40. A mother should make an effort to get her child toilet trained at the earliest possible time.	3.810 (4) 4.000 (4)	2.725 (3) 2.759 (4)	3.778 (4) 3.731 (4)	3.242 (4) 3.377 (4)
51. A child should be weaned away from the bottle or breast as soon as possible.	3.571 (4) 3.786 (4)	2.627 (3) 2.414 (3)	3.333 (4) 3.280 (4)	3.020 (4) 3.015 (4)

All three sets of parents agreed with the items on the Strictness subscale. The Chicago and San Antonio parents had more modal responses of strong agreement than did Little Rock; however, the pre- and post-modal categories of strong agreement were found for all parents on Item 4, "a child will be grateful later on for strict training."

Irritability, while revealing differences on all items, showed more similarity among the Chicago and San Antonio parents. Item 14, "mothers very often feel they can't stand their children a moment longer," had three different types of responses among the parents: Chicago parents strongly disagreed (even more so on the posttest mean); Little Rock parents mildly disagreed; and San Antonio parents, with means lower than Little Rock, reported modal responses of mild agreement. Otherwise, the tendency for items in this subscale was toward agreement in Chicago and San Antonio and disagreement in Little Rock.

Except for Item 6, Chicago parents agreed strongly on Excluding Outside Influences. There was mild agreement on this item, however. The San Antonio parents expressed agreement with the subscale items but not to the extent the Chicago parents did. The Little Rock parents tended to disagree with the items.

On the subscale of Deification (of the parents), Chicago and San Antonio parents expressed strong agreement with all items except a post-mode of strong disagreement in Chicago for Item 7, "more parents should teach their children to have unquestioning loyalty to them." Little Rock parents tended toward mild agreement and disagreement on these items. There were few shifts between the pre- and posttest means and modes.

All parents tended to agree with the subscale items for Rejection of the Homemaking Role, but Chicago parents were stronger in this agreement.

Chicago and San Antonio parents agreed with the items on the subscale, Avoidance of Communication, to a greater extent than did Little Rock parents who tended to disagree mildly.

Similarity was found again between the Chicago and San Antonio parents in their strong agreement with items on the Suppression of Sexuality subscale. Little Rock parents generally disagreed with the items, particularly Item 38.

The same patterns were found on the last two subscales, Ascendance of the Mother and Acceleration of Development. The Chicago and San Antonio parents strongly agreed on the pre- and posttest responses consistently. Little Rock parents varied, however, but strongly agreed only on the posttest for

Item 40, "a mother should make an effort to get her child toilet trained at the earliest possible time." One item on each scale showed bipolar responses between Little Rock, with strong disagreement, and Chicago and San Antonio, with strong agreement. These items were Item 8, "if a mother doesn't go ahead and make rules for the home, the children and husband will get into trouble they don't need to," and Item 19, "the sooner a child learns to walk the better he's trained."

In summary, the Little Rock parent responses to the PARI were usually different from the responses of the Chicago and San Antonio parents who tended to be similar. Further analyses must be conducted to determine what contributions ethnicity, low parental educational attainment, low-occupational status, and other factors make to these results.

Assessment.--The parents of teens were interviewed by telephone or in person to obtain their program assessments. As mentioned above, post-data collection efforts involved fewer respondents than did pre-data collection. The total number of parents involved in the assessment was 83, of whom 14 were in Chicago, 41 in Little Rock, and 26 in San Antonio. Most of the teens had discussed Project ACT with their parents with the lowest percentage, 63.4, in Little Rock and the highest percentages, both over 90, in Chicago and San Antonio. The thirty percentage point differences may be related to the Little Rock teens' consideration of the project as a class. These teens did not have to leave the high school building to go to a center nor did they have to go to homes. Most of the teens expressed to their parents enjoyment in working with children and their liking of the program. A minority of the parents reported hearing of Project ACT from other people and/or sources.

A higher proportion of Little Rock and San Antonio parents than Chicago parents reported that Project ACT had brought about changes in their teenagers. The San Antonio parents indicated their teenagers understood and knew more about children while the Little Rock parents felt the teenagers were more confident, more mature, more responsible, and more patient. Of the few Chicago parents who reported a change, the parents were evenly divided by the two changes noted for San Antonio and Little Rock. Little Rock and San Antonio again differed from Chicago with the majority of the former parents indicating that Project ACT had influenced their teenagers to further their education. The major reason given was a desire on the part of the teens to enter a child-related career or to have changed to such a field. The few Chicago parents applicable reported their youngsters saw the need for education and wanted to go to college.

While a large proportion (35.1 percent) of the Little Rock parents did not know if there was increased pleasure in caretaking, the majority of Chicago and San Antonio parents reported increased pleasure primarily because of greater interest in children. The same reason was given by the Little Rock parents who answered affirmatively. Most of the parents indicated that their teenagers enjoyed young children more since their participation in Project ACT. The San Antonio and Chicago parents based their opinions on observations of the teens in noting their reactions around children and their greater kindness to brothers and sisters. The Little Rock parents, on the other hand, said their teenagers understood children better or that they were the same as before and had always enjoyed children.

Eighty percent of the Little Rock parents and over 90 percent of the Chicago and San Antonio parents indicated their teenagers were more aware of the development of children and more understanding of their needs and potentials for learning. The major reason for this response by the Little Rock parents was that their teenagers talked about child development and studied child behavior. On the other hand, the Chicago and San Antonio parents most often reported their teenagers liked to teach children and see them learn.

The final series of questions in the assessment related directly to the projects. The dominant impression of project staff in Chicago and San Antonio was that the parents liked them and considered them to be nice and/or courteous. Slightly more than one-fourth of the Little Rock parents stated that they had not met the staff and did not know them while 17.2 percent responded "don't know." Their impressions of staff were favorable if they knew them or if their teens had told them. The majority of all parents considered Project ACT overall to be very good, helpful, and worthwhile. All parents wanted Project ACT to continue but for different reasons. The San Antonio parents felt ACT helped the children; Little Rock parents felt the project helped teens; and the Chicago parents felt it helped the teens and the children.

The major strengths of Project ACT varied by site. The Chicago and San Antonio parents most often indicated the major strength of the project to be the help for preschool children while the Little Rock parents emphasized the impact for teens in learning about children and careers, and giving them the opportunity to be with children as well as preparing them for parenthood. Only a very small number of parents reported any major weaknesses in the project. Since the parents found few weaknesses in the program, they tended not to want to make any changes.

Parents of Young Children

The parents of young children were considered to be an integral component of the evaluation because of the parent education aspects of the programs and because of the involvement of their children in the three programs. Three instruments were used with these parents: (1) the PARI, pre and post, (2) knowledge of child development concepts questionnaire, and (3) a program assessment.

Based on the child's personal data sheet, three characteristics of these parents were selected and are shown in Table 34. Although the majority of respondents were females (usually mothers), over one-third of the Little Rock parents were males (fathers). The ethnic proportions in the programs remained as expected from the census and other data. The SES distribution showed a higher proportion of Little Rock parents in SES 2 and SES 3 (32.5 percent). There were no SES 1 families in any program. The Chicago and San Antonio families were concentrated in SES 4 and SES 5, although there was one SES 2 family in Chicago and one SES 3 family in San Antonio.

PARI.--The PARI was administered on a pre- and post-basis to the parents of young children. Unfortunately, 13, or 32.5 percent, of the Little Rock parents did not take the pre-PARI. All of the Chicago and San Antonio parents took the pre-PARI, but only one-third of these Chicago parents took the post-PARI.

TABLE 34

SELECTED CHARACTERISTICS OF PARENTS OF CHILDREN

Characteristics	Chicago (N=23)		Little Rock (N=40)		San Antonio (N=33)		Total (N=96)	
	No.	%	No.	%	No.	%	No.	%
Sex:								
Male	3	13.0	15	37.5	2	6.1	20	21.9
Female	20	87.0	25	62.5	30	90.9	75	78.1
No answer	...	...	...	...	1	3.0	1	1.0
Ethnicity:								
Black	23	100.0	21	52.5	4	12.1	48	50.0
Mexican American	...	...	...	...	29	87.9	29	30.2
White	...	...	19	47.5	...	...	19	19.8
SES:								
SES 1	...	...	...	...	...	...	...	...
SES 2	1	4.3	4	10.0	...	...	5	5.2
SES 3	...	...	9	22.5	1	3.0	10	10.4
SES 4	7	30.4	11	27.5	12	36.4	30	31.3
SES 5	7	30.4	6	15.0	8	24.2	21	21.9
Not ascertainable	8	34.8	10	25.0	12	36.4	30	31.3

The parents of young children tended to agree with the items on the subscale, Encouraging Verbalization (Table 35). On the pre-PARI, Chicago parents disagreed strongly with Item 1, "children should be allowed to disagree with their parents if they feel their own ideas are better," but the post-mean and mode increased to mild agreement. This change, of course, may be related to the possibility that parents who took the posttest were the ones who pulled the mean up on the pretest.

On the subscale, Dependency of the Mother, the Chicago parents strongly agreed with the item on the pre- and posttest. The Little Rock parents disagreed strongly on the pretest with a mean score of 2.000 and shifted to mild agreement on the posttest although the mean decreased slightly. San Antonio parents were exactly the reverse of Little Rock on the two administrations.

Responses to items on Breaking the Will subscale were diverse. On Item 2, "some children are just so bad they must be taught to fear adults for their own good," the Chicago parents strongly agreed while both Little Rock and San Antonio parents strongly disagreed. The parents, particularly in Chicago and San Antonio, agreed with Item 21, "a wise parent will teach a child early just who is boss." There were few modal responses of disagreement among the parents but most came from Little Rock.

TABLE 35

MEAN AND MODAL RESPONSES TO PRE- AND POST-PARI SUBSCALE ITEMS FOR PARENTS OF CHILDREN

Subscale Items	Chicago (N=23,8)	Little Rock (N=27,32)	San Antonio (N=33,27)	Total (N=83,66)
Encouraging Verbalization:				
1. Children should be allowed to disagree with their parents if they feel their own ideas are better.	2.304 (1) 3.375 (3)	3.000 (3) 2.906 (3)	2.879 (3) 2.444 (3)	2.759 (3) 2.776 (3)
10. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	3.478 (4) 3.500 (4)	3.667 (4) 3.226 (3)	3.394 (4) 3.333 (4)	3.506 (4) 3.303 (4)
20. A child has a right to his own point of view and ought to be allowed to express it.	3.478 (4) 3.875 (4)	3.741 (4) 3.645 (4)	3.333 (4) 3.333 (4)	3.506 (4) 3.545 (4)
31. A child's ideas should be seriously considered in making family decisions.	2.957 (4) 3.500 (4)	3.630 (4) 3.313 (3)	2.636 (4) 2.630 (3)	3.157 (4) 3.060 (3)
41. When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	3.636 (4) 3.500 (4)	3.815 (4) 3.781 (4)	3.300 (4) 3.200 (4)	3.570 (4) 3.523 (4)
Dependency of the Mother:				
30. A wise woman will do anything to avoid being by herself before and after a new baby.	2.652 (4) 2.875 (4)	2.000 (1) 1.906 (2)	2.364 (2) 2.222 (1)	2.325 (1) 2.149 (1)
Breaking the Will:				
2. Some children are just so bad they must be taught to fear adults for their own good.	2.545 (4) 2.500 (4)	1.481 (1) 1.613 (1)	1.939 (1) 2.037 (1)	1.951 (1) 1.894 (1)

*The modal categories of response are enclosed in parentheses. The first line for each item represents the pre-scores and the second line, the post-scores.

TABLE 35--Continued

Subscale Items	Chicago	Little Rock	San Antonio	Total
11. It is frequently necessary to drive the mischief out of a child before he will behave.	2.364 (3) 2.875 (3)	1.923 (1) 2.032 (2)	2.667 (4) 2.667 (2)	2.346 (1) 2.394 (2)
21. A wise parent will teach a child early just who is boss.	3.591 (4) 3.750 (4)	2.704 (3) 2.742 (4)	3.030 (4) 3.148 (4)	2.073 (4) 3.030 (4)
32. Children need some of the natural meanness taken out of them.	2.435 (2) 2.875 (3)	2.038 (2) 2.094 (1)	2.636 (4) 2.630 (3)	2.390 (1) 2.403 (3)
42. It is sometimes necessary for the parents to break the child's will.	2.909 (4) 3.125 (3)	2.333 (3) 2.219 (1)	2.867 (4) 2.560 (4)	2.696 (3) 2.462 (3)
Martyrdom:				
3. Children should realize how much parents have to give up for them.	2.957 (4) 3.125 (3)	2.115 (1) 1.750 (1)	2.758 (3) 2.741 (3)	2.610 (4) 2.313 (1)
12. A mother must expect to give up her own happiness for that of her child.	3.000 (4) 3.125 (4)	1.778 (1) 1.903 (1)	2.364 (2) 2.407 (3)	2.349 (2) 2.258 (1)
22. Few women get the gratitude they deserve for all they have done for their children.	3.000 (4) 3.000 (3)	2.222 (1) 2.000 (1)	2.515 (3) 2.704 (3)	2.554 (2) 2.409 (3)
33. Children should be more considerate of their mothers since their mothers suffer so much for them.	3.130 (4) 3.714 (4)	2.037 (1) 2.250 (1)	2.758 (4) 2.593 (4)	2.627 (4) 2.545 (4)
43. Mothers sacrifice almost all of their own fun for their children.	2.545 (4) 3.500 (4)	1.926 (1) 2.000 (1)	2.800 (4) 2.280 (1)	2.430 (2) 2.292 (1)
Strictness:				
4. A child will be grateful later on for strict training.	3.087 (3) 3.250 (4)	3.111 (3) 2.903 (3)	2.879 (3) 2.778 (4)	3.012 (3) 2.894 (3)
13. Strict discipline develops a fine strong character.	2.636 (3) 3.125 (3)	2.481 (3) 2.548 (3)	2.515 (3) 2.370 (2)	2.537 (3) 2.545 (3)

TABLE 35--Continued

Subscale Items	Chicago	Little Rock	San Antonio	Total
23. Children who are held to firm rules grow up to be the best adults.	2.696 (4) 3.125 (4)	2.556 (2) 2.677 (2)	2.939 (4) 2.778 (4)	2.747 (2) 2.773 (4)
34. Most children should have more discipline than they get.	3.227 (4) 3.250 (3)	3.037 (4) 2.935 (3)	2.788 (4) 2.815 (3)	2.988 (4) 2.924 (3)
44. Children are actually happier under strict training.	2.091 (2) 2.875 (3)	2.519 (3) 2.750 (3)	2.533 (2) 2.360 (2)	2.405 (2) 2.615 (3)
Irritability:				
5. Children will get on any woman's nerves if she has to be with them all day.	2.522 (4) 3.750 (4)	2.481 (3) 2.594 (2)	3.303 (2) 2.815 (4)	2.422 (2) 2.821 (3)
14. Mothers very often feel that they can't stand their children a moment longer.	2.478 (3) 2.875 (3)	2.778 (3) 2.806 (4)	2.091 (2) 2.148 (2)	2.422 (3) 2.545 (3)
24. It's a rare mother who can be sweet and even tempered with her children all day.	2.783 (4) 3.375 (4)	3.185 (4) 2.774 (3)	3.000 (3) 2.852 (3)	3.000 (4) 2.879 (3)
35. Raising children is a nerve-wracking job.	3.130 (4) 3.375 (4)	2.444 (2) 2.438 (2)	2.333 (2) 2.407 (1)	2.590 (4) 2.537 (2)
45. It's natural for a mother to "blow her top" when children are selfish and demanding.	3.000 (4) 3.000 (4)	2.926 (3) 2.719 (2)	3.000 (4) 2.810 (3)	2.974 (3) 2.787 (3)
Excluding Outside Influences:				
6. It's best for the child if he never gets started wondering whether his mother's views are right.	2.174 (1) 3.500 (4)	1.815 (2) 2.125 (1)	2.212 (2) 2.407 (2)	2.072 (2) 2.403 (2)
15. A parent should never be made to look wrong in a child's eyes.	3.217 (4) 3.625 (4)	2.462 (2) 2.548 (2)	2.879 (2) 2.815 (4)	2.841 (4) 2.788 (2)
25. Children should never learn things outside the home which make them doubt their parents' ideas	3.217 (4) 3.250 (3)	2.074 (2) 2.200 (2)	2.424 (2) 2.481 (3)	2.530 (2) 2.446 (4)

TABLE 35--Continued

Subscale Items	Chicago	Little Rock	San Antonio	Total
46. There is nothing worse than letting a child hear criticisms of his mother.	2.818 (4) 3.375 (4)	2.815 (3) 2.844 (3)	3.071 (4) 2.762 (4)	2.909 (4) 2.885 (3)
Deification:				
7. More parents should teach their children to have unquestioning loyalty to them.	2.565 (2) 3.125 (4)	2.111 (2) 2.313 (1)	2.545 (3) 2.815 (4)	2.410 (2) 2.612 (3)
16. The child should be taught to revere his parents above all other grown-ups.	3.364 (3) 3.500 (4)	2.741 (4) 2.645 (4)	2.758 (2) 2.630 (4)	2.915 (4) 2.742 (4)
26. A child soon learns that there is no greater wisdom than that of his parents.	2.826 (2) 3.250 (4)	1.889 (1) 2.290 (2)	2.939 (3) 2.926 (3)	2.566 (2) 2.667 (2)
36. Parents deserve the highest esteem and regard of their children.	3.636 (4) 3.875 (4)	2.880 (3) 2.781 (3)	3.333 (4) 3.222 (4)	3.275 (4) 3.090 (4)
47. Loyalty to parents comes before anything else.	3.048 (4) 3.625 (4)	2.481 (2) 2.531 (2)	3.321 (4) 3.381 (4)	2.947 (4) 2.967 (4)
Rejection of the Homemaking Role:				
27. Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	2.773 (4) 3.625 (4)	2.556 (3) 2.806 (3)	2.606 (4) 2.519 (3)	2.634 (3) 2.788 (3)
48. A young mother feels "held down" because there are lots of things she wants to do while she is young.	3.000 (4) 3.125 (4)	2.333 (3) 2.452 (2)	2.429 (3) 2.476 (3)	2.553 (3) 2.550 (3)
Avoidance of Communication:				
37. If a child has upset feelings it is best to leave him alone and not make it look serious.	2.227 (2) 2.625 (2)	2.333 (2) 2.594 (2)	2.333 (1) 2.704 (4)	2.305 (2) 2.642 (2)
49. The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	2.174 (2) 3.250 (3)	1.630 (2) 1.906 (2)	2.826 (1) 2.190 (1)	2.026 (2) 2.180 (2)

TABLE 35--Continued

Subscale Items	Chicago	Little Rock	San Antonio	Total
Suppression of Sexuality:				
17. It is very important that young boys and girls not be allowed to see each other completely undressed.	3.000 (4) 3.375 (4)	2.111 (1) 2.226 (2)	3.061 (4) 2.704 (4)	2.732 (4) 2.561 (2)
38. Sex is one of the greatest problems to be contended with in children.	2.550 (4) 3.125 (4)	2.037 (2) 1.969 (2)	2.515 (3) 2.667 (3)	2.362 (2) 2.388 (1)
Ascendance of the Mother:				
8. If a mother doesn't go ahead and make rules for the home the children and husband will get into trouble they don't need to.	2.957 (4) 3.000 (4)	1.889 (1) 2.161 (1)	2.909 (4) 2.889 (4)	2.590 (4) 2.561 (4)
18. Children and husbands do better when the mother is strong enough to settle most of the problems.	2.826 (4) 3.250 (4)	1.889 (1) 1.933 (1)	2.636 (3) 2.889 (4)	2.446 (1) 2.492 (2)
28. A mother has to do the planning because she is the one who knows what's going on in the home.	3.304 (4) 3.875 (4)	2.519 (3) 2.563 (2)	3.273 (4) 3.037 (4)	3.036 (4) 2.910 (4)
39. The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.	2.455 (2) 3.250 (4)	1.778 (1) 2.063 (2)	2.133 (2) 2.080 (2)	2.101 (1) 2.215 (2)
50. A married woman knows that she will have to take the lead in family matters.	2.500 (4) 3.250 (4)	1.654 (1) 1.938 (2)	2.929 (4) 2.810 (4)	2.368 (1) 2.410 (2)
Acceleration of Development:				
9. Most children are toilet trained by 15 months of age.	2.783 (4) 2.750 (2)	2.074 (1) 2.097 (1)	2.970 (4) 2.852 (3)	2.627 (4) 2.485 (2)
19. The sooner a child learns to walk the better he's trained.	2.957 (4) 3.625 (4)	2.111 (1) 2.097 (1)	3.152 (4) 2.815 (4)	2.759 (4) 2.576 (4)
29. The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.	3.043 (3) 3.375 (4)	2.444 (2) 2.452 (3)	2.758 (4) 2.556 (3)	2.735 (3) 2.606 (3)
40. A mother should make an effort to get her child toilet trained at the earliest possible time.	3.909 (4) 3.750 (4)	2.519 (4) 2.594 (3)	3.333 (4) 3.200 (4)	3.215 (4) 2.938 (4)
51. A child should be weaned away from the bottle or breast as soon as possible.	3.435 (4) 3.625 (4)	2.538 (3) 2.563 (2)	3.357 (4) 3.381 (4)	3.104 (4) 2.984 (4)

In general, Chicago parents expressed agreement, usually strong, with the items constituting the subscale, Martyrdom. San Antonio tended to disagree, but less strongly except on Item 33, "children should be more considerate of their mothers since their mothers suffer so much for them." In contrast to the Chicago and San Antonio parents, the Little Rock parents had pre- and post-modal responses of strong disagreement with all the subscale items.

The Subscale, Strictness, appeared to have predominant responses of agreement, although only Item 23, "children who are held to firm rules grow up to be the best adults," showed strong agreement by the Chicago and San Antonio parents. The variations between sites and pre- and post-means and modes were mild agreement and mild disagreement.

Modal categories of response for the subscale, Irritability, were in the direction of agreement for all parents. Chicago parents were in strong agreement with all items except mild agreement with Item 14, "mothers very often feel that they can't stand their children a moment longer." Little Rock and San Antonio parents were in less agreement with the items of the subscale.

Chicago parents, again, expressed strong agreement with the items constituting the subscale, Excluding Outside Influences, except the pretest mode of strong disagreement with Item 6, "it's best for the child if he never gets started wondering whether his mother's views are right." Most of the other modes were in the area of disagreement or mild agreement. The San Antonio parents, however, concurred with the Chicago parents in strong disagreement with Item 46, "there is nothing worse than letting a child hear criticisms of his mother."

Chicago and San Antonio parents were in more agreement with the items of the Deification subscale than Little Rock parents. One exception was Item 16, "the child should be taught to revere his parents above all other grown-ups," on which Little Rock parents had pre- and posttest modes of strong agreement although the Chicago means were higher than the Little Rock and San Antonio means.

The Chicago parents agreed strongly with the items of the subscale, Rejection of the Homemaking Role, while the Little Rock and San Antonio parents tended to agree, but not as strongly.

Most of the parents tended to disagree with the Avoidance of Communication subscale. Although San Antonio parents had modal responses of strong disagreement on the pretest for Item 37 and modal responses of strong disagreement for pre- and posttest responses for Item 49, the means were pulled toward the mild disagreement or mild agreement categories.

Chicago and San Antonio parents showed a strong tendency to agree with the items on the subscale, Suppression of Sexuality. At the same time, Little Rock parents disagreed with the items.

The Chicago parents strongly agreed with the items on the subscale, Ascendance of the Mother, except for Item 39, "the whole family does fine if the mother puts her shoulders to the wheel and takes charge of things," where the pretest mode was two. The San Antonio parents were very similar although Item 39 elicited modal categories of mildly disagree. The Little Rock parents consistently disagreed with the items.

Chicago and San Antonio parents were similar in their responses on the Acceleration of Development subscale. Both sets of parents tended to agree strongly. The Little Rock parents, on the other hand, showed more disagreement with the items with the exception of agreement on Item 40, "a mother should make an effort to get her child toilet trained at the earliest possible time."

The parents of young children were quite diversified in their responses to the PARI items. Most of the parents did agree to the encouragement of verbalization among children which would allow verbal feedback. Such uniform agreement was not found among the parents on other subscales. The only pattern that could be established was similarity between the Chicago and San Antonio parents on some items which contrasted with the Little Rock parents.

Knowledge of child development concepts.--Parents were to be administered the Knowledge of Child Development Concepts questionnaire (without the first question regarding conception) on a pre- and post-basis. San Antonio parents resisted the instrument because it was open-ended and they did not understand it. In addition, they were fearful of not knowing the answers although project and SSRI staff felt they knew more than they realized. When the local observer-evaluator translated the questions into Spanish at the group sessions where the instrument was administered, the problem of different dialects further confounded the difficulties. A decision was necessary immediately that these parents not complete the instrument. The Little Rock parents of young children did complete the instruments but they were lost in the mail. Only the Chicago responses reached SSRI.

In January, 1973, a coordination meeting was held in Chicago with all programs present and with SSRI staff as guests. The projects requested that the knowledge questionnaire be simplified through closed-ended questions. Accordingly, the questionnaire was modified and four possible responses were given for each question. The responses were dichotomized into correct and incorrect responses. There were, therefore, two correct and two incorrect answers for each question. Since there could be no pre and post comparisons, because of the changes in the instrument, the one set of pre-responses is not included in the discussion.

Total scores were not obtained for each respondent; therefore, the numbers of correct, incorrect, and "don't know" responses were tabulated and percentages computed. These data are shown in Table 36. The only parents who indicated they did not know the answers were San Antonio parents who had the lowest percentage (53.5) of correct answers. If these parents had attempted to respond, the percentages of correct and incorrect answers most probably would have increased. The Little Rock parents were most knowledgeable with 75.1 percent correct answers. The N's for each city varied by item and in Chicago, at least, were small in the beginning. Parents appeared to have the greatest difficulty in two areas: the age ranges for common behaviors and coordination. One possible explanation may be the individualized development of their own children together with a lack of conscious consideration of the concept, coordination.

Program assessment.--The original instrument designed to elicit

TABLE 36

POST-KNOWLEDGE OF CHILD DEVELOPMENT CONCEPTS FOR PARENTS OF CHILDREN

Responses	Chicago		Little Rock		San Antonio		Total	
	No.	%	No.	%	No.	%	No.	%
Correct	219	63.1	1007	75.1	607	53.5	1833	65.0
Incorrect	128	36.9	334	24.9	396	34.9	858	30.4
Don't know	...	...	...	...	131	11.6	131	4.6
Total	347	100.0	1341	100.0	1134	100.0	2822	100.0

parental assessment of the program for young children was an open-ended questionnaire or interview. As with the knowledge questionnaire, the request was made for a closed-ended assessment instrument. SSRI staff complied and adapted an instrument designed by the Office of Economic Opportunity for such purposes (Instrument L, Appendix E). Categories and items that were not relevant were deleted. Four open-ended questions were added.

The first set of items related to formal contact and participation ad and parents were asked to rate each item along the following continuum: (1) very much worthwhile, (2) worthwhile, (3) occasionally worthwhile, (4) waste of time, and (5) not in the program. Chicago parents felt generally that the formal contact and participation were very much worthwhile. They felt that meeting with other parents and special events were worthwhile and indicated that discussion about personal problems was not in the program. The Little Rock parents considered everything they perceived as part of the program to be very much worthwhile. They considered as not in the program meeting with other parents, discussion about homemaking skills, and discussion about personal problems. San Antonio parents considered very much worthwhile talking with the child's teachers, special events, and discussion about child care. They were evenly divided on meeting with other parents between very much worthwhile and worthwhile. All other items were considered as not in the program. In viewing these findings, it must be remembered that San Antonio parents had the greatest amount of contact with the teachers since the teachers came to the home and there were more parent meetings than in Chicago and Little Rock.

The next set of items related to the parental reactions to the experiences the child had had in the program. The same rating continuum was used. Almost all of the parents considered the experiences of the child to have been very much worthwhile. The Chicago parents who were involved in a program that did provide a close relationship with a health center considered medical attention to be worthwhile rather than very much worthwhile. San Antonio parents reported that medical attention, trips into the community, and the opportunity for group activities with other children were not part of the program.

The third set of items was concerned with the parental assessment of the way the child was affected as a result of attending the program. The five-point rating scale used for these items was the following: (1) much better, (2) better, (3) no change, (4) worse, and (5) much worse. The modal categories of response by the parents was never that of worse, but there were fewer modal responses in the superlative as on the other items. Chicago parents indicated much better for speaking ability, interest in new things, and can do things on his own, while they were evenly divided between much better and better for getting along with other children and self-confidence. The modal response of better was reported for manners and doing what he is told, while no change was reported for finishing what he starts. Little Rock parents indicated much better only for getting along with other children and interest in new things. Responses for these parents were divided evenly between much better and better on self-confidence and can do things on his own. The Little Rock parents reported better on all other items except no change for doing what he is told. San Antonio parents reported much better on the same three items as the Chicago parents. They indicated better on two items: getting along with other children and self-confidence. There was an even modal response of better and no change for finishing what he starts and a modal response of no change for manners and doing what he is told.

The final series of items related to the impact of the program on the home and was ranked as follows: (1) much more, (2) more, (3) a little more, and (4) not at all. Few superlatives, again, were used, while there were no modal responses of not at all. Chicago parents felt much more aware of new things they could do in the community, felt they had learned much more about new things in raising children, and felt much more hopeful about their children's future. They felt more able to handle family affairs and had made more new friends. These same parents reported a little more had been gained in new ideas about how to take care of their families. There was a trimodal response from the Chicago parents regarding the feeling that the community cared about them and their problems that was divided evenly between much more, a little more, and not at all.

Somewhat different responses were obtained from the Little Rock and San Antonio parents. Little Rock parents were firm in their assessments of much more with regard to having learned new things about raising children. These same parents checked much more with regard to other items but secondary responses were very close: much more for hope about the child's future and the making of new friends followed by the "more" category. Little Rock parents indicated a little more awareness of new things they could do in the community, for feeling of community care about them and their problems, and new ideas about how to take care of their families.

The San Antonio parents emphasized much more with regard to new ideas about how to take care of their families and hope for their children's future. These parents felt the program had helped more in their awareness of things they could do in the community, in their learning new things about raising children, and in their feeling better able to handle family arguments.

All parents would have liked more opportunity to participate in the program although a smaller percentage of San Antonio parents (73.1 percent) so reported than did Chicago and Little Rock parents (87.5 percent each).

The most frequent reason given for nonparticipation was the lack of time caused by working and/or other family responsibilities. The parents most liked the present-oriented help for the child although Little Rock parents mentioned the future-oriented help for the child almost as frequently. Parents most frequently reported nothing as liked least and, therefore, had no suggestions for improving the program.

The program assessments of the parents of young children followed the general emphases of the programs. San Antonio, which involved these parents to a greater extent and put them in more contact with the teachers (teen-teachers), showed a higher proportion of responses in these areas, most of which were favorable. Little Rock, which emphasized the high school program and teens showed little contact with the parents and nothing more than would be expected for impact on the children's behavior as kindergarteners although the parents recognized and appreciated the new experiences for their children. Efforts were made in Chicago to involve the parents and the parents responded favorably to these efforts and to the experiences of their children. The Chicago parents did notice, also, behavioral changes in the children. Only slight effects were noticed in the home and community by the parents. Finally, the parents stressed the strengths of the program in terms of help for their children.

Project Staff

Very little demographic information was obtained for the staff. Staff consisted of one school principal, project directors, teachers, teacher aides, and one consultant. As discussed in the description of the San Antonio program, the project operated for several months without a fulltime project director.

All members of the staff were asked to complete the PARI in the fall of 1972 and the spring of 1973. In addition, staff members were asked through interviews to make an assessment of the program. The staff assessments were discussed also in the descriptive chapter. In the comparative section of this chapter, a comparison of these assessments will be made with those of the teens and of the two groups of parents.

There were four staff members in Chicago, fourteen in Little Rock, and four in San Antonio. Of the staff, four (18.2 percent) were male, 16 (72.7 percent) were female, and two (9.1 percent) did not indicate sex. All instruments for staff, except the interviews, were collected in confidentiality so it was not possible to ascertain sex through a name. Although socioeconomic status varied among the staff, it was not possible to measure this variable. There were seven blacks, one Mexican American, and fourteen whites among the staff.

The PARI was not completed for each staff member on both planned occasions because of changes in personnel, misunderstanding about the need for each staff member to complete the instrument, and refusal by all but one of the staff members in one program to complete the post-PARI. Given the small number of cases, frequency distributions were not done by site.

There were six missing cases ("no answers") on the pre-PARI and four on the post-PARI.

PARI.--The pre- and post-mean and modal scores for the staff on the PARI items are shown in Table 37. All of the staff members agreed with the items of the subscale, Encouraging Verbalization. Their modal responses were strongly agree and the means were well above the level of three, mild agreement.

Although the tendency of staff was to disagree strongly with the subscale, Dependency of the Mother, the means indicated some agreement with the item constituting this subscale.

Staff tended to disagree strongly with three items of the subscale, Breaking the Will. There was some movement toward agreement with Item 21, "a wise parent will teach a child early just who is boss," with pre-mean and mode of 2.750 and three and post-mean and mode of 2.222 and three. The other item, although less strongly, which moved toward agreement was Item 42, "it is sometimes necessary for the parents to break the child's will."

The staff responses to Martyrdom items was more diverse but usually in the disagreement area. Most of the means were in the vicinity of two while the modes fluctuated between one and two with only two such modes being three.

The subscale Strictness generally elicited staff responses of mild agreement among the staff except for Item 13, "strict discipline develops a fine strong character." This item with pre- and post-means of 2.063 and 2.111 and pre- and post-modes of one and two showed an inclination to disagreement. None of the other means was as low although the pre- and post-modes for Item 23, "children who are held to firm rules grow up to be the best adults," were two, or mild disagreement.

Responses to the subscale Irritability were mixed with the pre-modal response of strongly agree being given only to Item 24, "it's a rare mother who can be sweet and even tempered with her children all day." All of the means were greater than 2.000 although the modes ranged from strongly disagree to mildly disagree which shows the effect of frequencies on either extreme.

The staff, as might be expected since they were intervention agents, disagreed with all but one of the items on the subscale, Excluding Outside Influences. While mild agreement was the modal response on Item 46, "there is nothing worse than letting a child hear criticisms of his mother," the means were not as high.

Staff members appeared from their mean scores to be mixed in their reactions to Deification between mildly agree and mildly disagree. The only item which was somewhat discrepant was Item 7, "more parents should teach their children to have unquestioning loyalty to them." The mean and modal scores decreased on this item from mild disagreement to strong disagreement.

On Rejection of the Homemaking Role, staff means were between mild disagreement and mild agreement while the modes were mild disagreement. The

TABLE 37

MEAN AND MODAL RESPONSES TO PRE- AND POST-PARI SUBSCALE ITEMS FOR STAFF

Subscale Items	Pre (N=16)	Post (N=18)
Encouraging Verbalization:		
1. Children should be allowed to disagree with their parents if they feel their own ideas are better.	3.375 (4)	3.611 (4)
10. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	3.688 (4)	3.722 (4)
20. A child has a right to his own point of view and ought to be allowed to express it.	3.688 (4)	3.667 (4)
31. A child's ideas should be seriously considered in making family decisions.	3.500 (4)	3.333 (3)
41. When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	3.500 (4)	3.444 (4)
Dependency of the Mother:		
30. A wise woman will do anything to avoid being by herself before and after a new baby.	2.250 (1)	2.111 (1)
Breaking the Will:		
2. Some children are just so bad they must be taught to fear adults for their own good.	1.000 (1)	1.111 (1)

•The modal categories of response are enclosed in parentheses.

TABLE 37--Continued

Subscale Items	Pre	Post
11. It is frequently necessary to drive the mischief out of a child before he will behave.	1.625 (1)	1.333 (1)
21. A wise parent will teach a child early just who is boss.	2.750 (3)	2.222 (3)
32. Children need some of the natural meanness taken out of them.	1.500 (1)	1.444 (1)
42. It is sometimes necessary for the parents to break the child's will.	2.438 (2)	2.111 (1)
Martyrdom:		
3. Children should realize how much parents have to give up for them.	2.313 (2)	2.056 (3)
12. A mother must expect to give up her own happiness for that of her child.	1.438 (1)	1.389 (1)
22. Few women get the gratitude they deserve for all they have done for their children.	2.062 (2)	2.278 (3)
33. Children should be more considerate of their mothers since their mothers suffer so much for them.	2.000 (1)	2.056 (1)
43. Mothers sacrifice almost all of their own fun for their children.	2.000 (2)	1.833 (2)
Strictness:		
4. A child will be grateful later on for strict training.	2.875 (3)	2.556 (3)
13. Strict discipline develops a fine strong character.	2.063 (1)	2.111 (2)

TABLE 37—Continued

Subscale Items	Pre	Post
23. Children who are held to firm rules grow up to be the best adults.	2.750 (2)	2.444 (2)
34. Most children should have more discipline than they get.	3.063 (4)	2.889 (3)
44. Children are actually happier under strict training.	2.313 (3)	2.278 (3)
Irritability:		
5. Children will get on any woman's nerves if she has to be with them all day.	2.125 (1)	2.611 (3)
14. Mothers very often feel that they can't stand their children a moment longer.	2.750 (3)	2.833 (3)
24. It's a rare mother who can be sweet and even tempered with her children all day.	2.750 (4)	2.778 (3)
35. Raising children is a nerve-wracking job.	2.250 (1)	2.167 (2)
45. It's natural for a mother to "blow her top" when children are selfish and demanding.	2.313 (1)	2.667 (3)
Excluding Outside Influences:		
6. It's best for the child if he never gets started wondering whether his mother's views are right.	2.063 (1)	1.611 (1)
15. A parent should never be made to look wrong in a child's eyes.	1.813 (2)	2.056 (2)
25. Children should never learn things outside the home which make them doubt their parents' ideas	1.875 (2)	1.556 (1)

TABLE 37--Continued

Subscale Items	Pre	Post
46. There is nothing worse than letting a child hear criticisms of his mother.	2.500 (3)	2.333 (3)
Deification:		
7. More parents should teach their children to have unquestioning loyalty to them.	1.938 (2)	1.778 (1)
16. The child should be taught to revere his parents above all other grown-ups.	2.750 (3)	2.556 (3)
26. A child soon learns that there is no greater wisdom than that of his parents.	1.875 (2)	2.167 (2)
36. Parents deserve the highest esteem and regard of their children.	2.938 (3)	2.833 (3)
47. Loyalty to parents comes before anything else.	2.313 (3)	2.222 (2)
Rejection of the Homemaking Role:		
27. Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	2.875 (2)	3.111 (3)
48. A young mother feels "held down" because there are lots of things she wants to do while she is young.	2.375 (2)	2.611 (2)
Avoidance of Communication:		
37. If a child has upset feelings it is best to leave him alone and not make it look serious.	2.313 (2)	2.167 (2)
49. The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	1.438 (1)	1.722 (1)

TABLE 37--Continued

Subscale Items	Pre	Post
Suppression of Sexuality:		
17. It is very important that young boys and girls not be allowed to see each other completely undressed.	1.500 (1)	1.500 (1)
38. Sex is one of the greatest problems to be contended with in children.	1.563 (1)	1.667 (2)
Ascendance of the Mother:		
8. If a mother doesn't go ahead and make rules for the home the children and husband will get into trouble they don't need to.	2.063 (1)	2.111 (1)
18. Children and husbands do better when the mother is strong enough to settle most of the problems.	2.313 (1)	2.111 (1)
28. A mother has to do the planning because she is the one who knows what's going on in the home.	2.313 (2)	2.278 (2)
39. The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.	1.688 (2)	2.056 (3)
50. A married woman knows that she will have to take the lead in family matters.	1.875 (2)	1.667 (2)
Acceleration of Development:		
9. Most children are toilet trained by 15 months of age.	2.313 (2)	2.000 (1)
19. The sooner a child learns to walk the better he's trained.	1.875 (1)	1.722 (1)
29. The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.	2.313 (3)	2.278 (3)
40. A mother should make an effort to get her child toilet trained at the earliest possible time.	2.438 (1)	2.167 (2)
51. A child should be weaned away from the bottle or breast as soon as possible.	2.250 (3)	2.111 (1)

one exception was Item 27, "most young mothers are bothered more by the feeling of being shut up in the home than by anything else." The post-mean for this item was 3.111 with a mode of three.

The staff generally disagreed with the two items constituting the Avoidance of Communication subscale.

Staff definitely disagreed with the subscale, Ascendance of the Mother, showing only a mode of mild agreement with a low mean of 2.056 on the posttest for Item 39, "the whole family does fine if the mother puts her shoulders to the wheel and takes charge of things."

Finally, the staff again disagreed generally with the items on the Acceleration of Development subscale. Where the modal category of mild agreement was found, the means did not support such findings.

Program assessments.--As discussed previously, the staff and project directors were interviewed to obtain their assessments of the programs in terms of goals and strengths and weaknesses of the various programs. Although these assessments have been discussed by program, the present objective is to compare these feelings about the programs.

The project teachers and teacher aides were interviewed in Little Rock and Chicago. There were no teacher aides in San Antonio and the teens were the teachers. There was one teacher aide in Chicago and the teacher was also the director. There were four teacher aides, two kindergarten-child development teachers (only one of whom was interviewed), and two adult living teachers in Little Rock.

Staff members stated that they felt the program objectives were being met. Major strengths and weaknesses reported by staff were somewhat different from those of the project directors. The teacher aide in Chicago stated the major strengths as (1) it helps children develop socially, (2) it helps teens, and (3) it puts children in programs where they can learn. She saw no weaknesses.

Staff in Little Rock saw program strengths in (1) the staff help, support, and cooperation, (2) having both kindergartens together, (3) helpful students, (4) being able to give teens leadership training, (5) giving teens opportunity to work with children, (6) help and support from the school principal, (7) having enough money to run the program as staff felt it should be run, (8) freedom in classrooms, (9) equipment, and (10) working with SSRI.

The staff saw weaknesses in addition to parent participation and job placement as noted by the project director. The weaknesses were (1) the busy schedule and (2) having kindergarten teachers/teens present the same material for teen observation.

The San Antonio staff assessments would be those of the San Antonio experimental teens (pp. 144-146).

Project directors of all three Project ACT programs were pleased with their programs and felt that the program objectives were being met. In Chicago, the project director noted that they no longer attempted to work with parents in the center everyday but that their parent program was successful. The Little Rock project director noted that the job placement program was not as strong as they would have liked but that they were trying. The San Antonio staff added career orientation to their objectives after the first year and placed increased emphasis on parent education. San Antonio experienced difficulty in obtaining parent participation, however. Little Rock also had some trouble involving parents although they were very successful in getting children's parents to spend half a day in the kindergarten.

The communities viewed the programs favorably although community groups and organizations were not directly involved with the programs; however, close contact and friendly relations were maintained with several community groups. These organizations offered support by being resources for teen observations, by providing speakers, by having similar programs, by providing free services, etc. Financial support, however, was not sought.

It should be noted that many school groups and organizations participated in the Little Rock kindergartens. The Chicago program received assistance from individuals near the center when these individuals were asked.

There are programs similar to Project ACT in two high schools in Little Rock, although on a smaller scale. It was reported that there was a similar program in the suburbs of Chicago, as well as one in San Antonio which was attempting to get underway and would be patterned after the San Antonio Project ACT. A program for the handicapped was fashioned after the San Antonio Project ACT also. The Little Rock project director is the supervisor of the home economics department of all Little Rock secondary schools and thus supervised the teachers in the kindergartens in the Little Rock high schools. Both programs in San Antonio sought consultation with project personnel. They read the project proposal and noted program operation. Project ACT, however, has no administrative responsibility for the programs.

There were long waiting lists in all ACT programs for children and teens. Attrition, however, was minimal. Little Rock lost one child where Chicago lost five. Three teens dropped out in Chicago although only two were dropped from the role; no teen attrition occurred in Little Rock. Since San Antonio was not school based, attrition was considered to be more of a problem. Given the fact that nothing held teens or children to the San Antonio program, attrition was lower than expected, especially since blacks and Mexican Americans could find employment easily.

There was no turnover in staff in Chicago although one teacher aide was lost and not replaced after the first year. The project director changed after the second year in Little Rock through retirement of the first-year director. The director was replaced by one of the second-year kindergarten teachers, who, in turn, was replaced by another teacher. Two teacher aides were replaced also at the time but there were no changes in the teacher aides after the second year. San Antonio had three project directors. The first worked from November 11, 1970, until November 1, 1971. The second director worked from February 4, 1972, until October 1, 1972, and a new director was employed from January 1, 1973, to the present.

Staff were trained in different manners and in differing degrees in each of the programs. The Chicago director had one or two days of training from the project consultant and from members of the Board of Education. There was no training for the teacher aide nor were there provisions for inservice training. The situation, however, has been planned for change.

Little Rock teachers and teacher aides began work two weeks prior to the start of school so the teachers had time with the project director and teacher aides before the children and teens began. In addition, professional staff had inservice training monthly. Teachers received constant informal assistance from the project director and the teacher aides from constant informal inservice training in the kindergarten.

In San Antonio, teen teachers were trained by the director, the family life education specialist, and by resource people in the community as needed, during an intensive two-week seminar held in the summer and in weekly training sessions. The directors were trained by the family life education specialist and the district extension agent. Inservice training for professional extension service staff occurred for one week every third year and district training meetings were held regularly. It should be noted that these meetings were held for Texas Agriculture Extension Service professional staff and were not related particularly to Project ACT. The family life education specialist, however, provided training for Project ACT.

Discussions in all of the projects were free and open allowing for the asking of all questions. Good relationships existed between the adolescents and the young children.

All three projects presented early childhood development information and information about parenting skills through the material taught in the training sessions or classroom sessions. Outside speakers, reading materials, films, etc., were used also. Work with the children in the preschool, kindergarten, or home provided additional information as well as experience. In Little Rock, adult living students did not work with the children continuously although they did have three to four experiences with them. The I.C.T. students did not have the classroom experience although they did buy the textbooks used.

The staff in each of the three programs encouraged teens to participate in community programs involving children. They had teens working with children in both paid and volunteer situations.

Each program had taken steps to inform the teens about child-related job or career opportunities for the present and for the future. In Chicago, the director maintained a list of the different opportunities that she heard about in the community or through the consultant. She placed this list on the bulletin board at the center. In addition, the daily bulletin at the school listed job opportunities in all areas, including early childhood education. The consultant and some teachers from Marshall High School also had spoken to the teens about careers. People outside the project had not been invited because of lack of funds which were cut during the second year of the program.

In Little Rock, personnel put together a resource list of children's services in the area. The classes surveyed the services one by one. They made field trips to some and had speakers from the others.

In San Antonio field trips were made also. In addition, teen teachers could observe a child-care program and present a written report for class credit.

Increased pleasure in caretaking and nurturing were observed in the teens by all projects. Little Rock and San Antonio personnel observed this pleasure in the parents of children also. The Chicago project director had no real opportunity to observe these aspects in Chicago parents.

Increased parenting skills were observed among teens in each program. San Antonio and Chicago personnel observed these changes in parents of children also. In Little Rock, the director had not had much opportunity to notice.

The Little Rock director had received great satisfaction from all aspects of the program. The Chicago director had obtained most satisfaction from the teens and children and from the cooperation of the parents of children. In San Antonio, the family life education specialist had enjoyed seeing the teens grow and watching their physical appearance and attitudes change. She also noted the cooperation of parents and teens. The project director in San Antonio enjoyed observing the teens see that children can be taught.

The aspect of the program giving project directors the most difficulty varied. Chicago did not have sufficient staff. The director also disliked having to run between the school and the center. The most difficulty in Little Rock occurred in trying to find jobs in child-related areas for the teens. This inability to find jobs in the field caused most of the teens to decide to go to college. Another problem area in Little Rock had been parent involvement, but progress was made in that area. In San Antonio the area which caused the greatest difficulty was trying to help two ethnic groupings to understand each other. The director noted also that not having enough time had caused her the most difficulty (she had been with the project less than five months at the time of interview).

The strongest aspects of the programs differed among the three projects. The cooperation from teens and staff in Chicago was noted by the project director. The strongest aspects of the program in Little Rock were the development of the child development curriculum and course outline, and the awareness of child development with the tenth and eleventh grades and with the entire school. The three strongest aspects of the San Antonio program were interlocked with their objectives: (1) growth of adolescents, (2) growth of children as a result of teen teachers, and (3) the growth of parents of children and of teens.

The weakest aspects of the programs varied also with Chicago's Advisory Council, Little Rock's parent involvement and job finding, and San Antonio's intergroup relationships.

Personnel in all three of the programs indicated that they would do things differently if they could begin again. San Antonio and Chicago indicated that they needed more notice and time to begin operations. In addition, San Antonio would explain everything about the program to the parents of teen-teachers when the teen-teachers were hired. Little Rock felt they could have made faster progress.

Previous ACT Participants

Follow-up questionnaires were sent to previous ACT participants in an effort to obtain a post-program assessment from teens who were no longer in the program. In San Antonio when teens did not return the questionnaires the local evaluator located the teens and administered the instrument. As a consequence, 39 or 58.2 percent of the 67 returns were in San Antonio. There were 14 each in Chicago and Little Rock.

More females (76.1 percent) than males completed the questionnaire. While the modal age of previous participants was 17, 83.6 percent of the teens were concentrated in the 17 through 19 age grouping. Ethnicity was not asked, but it may be assumed that the Chicago respondents were black while most, if not all, of the San Antonio returns were Mexican American. No assumptions may be made about the Little Rock respondents.

In terms of ACT participation, none of the teens had been in the program more than one year with the majority (73.1 percent) indicating less than one year. This period of time is in accord with the academic year of nine or ten months which were the modes for number of months in the program. The major reason for leaving the program was completion of the class which, again, agrees with length of time in the program. Only three students were terminated. Fifteen left because of insufficient money or the need to spend their time in a different manner.

Most of the teens (86.6 percent) would have liked to continue their participation in Project ACT primarily because it was interesting and fun and they learned about children. Of the nine who would not have liked to continue participation, four reported the need for more money.

Almost one-half of the former participants reported that they were working at the present time predominantly in non-child related jobs. A majority of these respondents were working in the areas of their choice. The number of "no" responses to the question of area of choice was equal to the number who planned to change jobs in the future. The planned time change was diverse, ranging from after high school graduation to later than a year. Two respondents did not know when.

Five of the former participants were in trade school of whom two were pursuing major fields of study that were child related. There were eight students in college, three each in possible child related and definitely child related fields of study. More than half (58.2 percent) of the students were in high school which is in accord with the age distribution of former participants. The remainder of the respondents were housewives (three), unemployed (seven), and a parent (one).

Few (six) of the former participants planned future careers that were child related, although 14 listed careers that were somewhat or possibly child related, but the majority (25) mentioned non-child related careers. The lack of planned or present child related careers related to the fact that 67.2 percent reported that ACT participation had not influenced their decisions to do what they were doing presently. Of the 20 respondents who stated ACT had influenced their present activities, seven indicated they were more interested in work with children and five reported they had decided to go into child-related fields in college. Only one-third of the respondents reported that ACT had prepared them for what they were doing. Most of these former participants felt ACT had prepared them through experience and knowledge and through helping them understand children. While most of the former participants knew about three to four child-related careers, almost as many reported knowing about one to two or five to six such careers. Eight students mentioned seven to eight.

Almost all of the former participants felt that ACT would help them be better parents primarily because they had learned to communicate. In the same vein, 66 students felt they were more aware of the responsibilities of parenthood primarily since they understood children better. The majority of students felt Project ACT had made them more understanding of siblings, of parents, and of themselves. These teens felt they understood their siblings better; they understood parenthood is hard, understood the responsibility of parenthood, and could see their parents' side; and they felt they had learned about themselves and knew who they were. Seven indicated they had learned more about themselves by working with children.

In terms of the actual assessment of Project ACT, the former participants considered the strongest aspects of the program to be the work with children (41.8 percent) and the training sessions, instructors, and demonstrations (29.9 percent). (This latter reason is completely in accord with the predominance of San Antonio respondents since the San Antonio experimental teens gave the same response.) The weakest aspects most frequently given were "none." Otherwise the responses were varied. Seven stated that the weakest aspects were the child curriculum and time to work with children and six each mentioned discipline and child behavior, and staff.

When asked what changes they would make in Project ACT if they could, the answers were highly diversified, although 19.4 percent reported they would make no changes. The major reasons for the changes were child oriented followed by program oriented. The overall impression of Project ACT was that it was a good and worthwhile project. Half as many felt the program was rewarding, a great experience, and they loved it. There were too few additional comments to discuss them.

Comparative Analyses

An extensive statistical comparative analysis is not feasible within the time frame of the evaluation of Project ACT. Further analyses, including tests of reliability, t tests, factor analysis, and analysis of variance, will be undertaken in an attempt to unravel some of the rather strange results obtained. At present, however, tha analyses will be concerned with examination of instruments across groups of respondents and the areas of similarity and dissimilarity.

Demographic and Socioeconomic Status Characteristics

Demographic and socioeconomic status data were collected through the personal data sheets for teens and young children. The preceding discussion of control teens (pp. 146-151) compared the experimental and control teens. No comparisons were made, however, between certain characteristics of the teens and the young children. Ethnicity, of course, was uniform for all programs. The sex distribution differed in that considerably more ACT teen participants and teen controls were females than males. The young children, on the other hand, showed more males than females in Chicago and San Antonio with almost an equal number of each in Little Rock (Tables 13, 21, and 29). Ordinal position, which differed between experimental and control teens, was different for young children, most of whom were the youngest members of their families. Socioeconomic status varied between experimental and control teens, but varied also for young children. In Chicago and San Antonio the experimental teens came from families with generally lower SES than the young children whom they served (Tables 15, 23, and 30). In Little Rock, however, the teens came from higher SES families than did the children.

Self-Esteem Scale

The Rosenburg self-esteem scale was administered to the experimental and control teens at the beginning of the program year and toward the end. As discussed above, the scores could range from 10 (good self-esteem) to 40 (low self-esteem). The purpose of administering the scale to both sets of teens was to determine changes in those exposed to Project ACT with a matched peer grouping not exposed to the program. Anticipation was that many of the teens might have low self-esteem scores at the beginning of the program, but through participation in the program, there would be an increase in self-esteem. The items of the scale, when examined by mean and modal categories of response were very similar for the two sets of teens (Tables 18 and 26). The mean and modal total scores differed, however. In Chicago, the experimental total pre-mean and mode were 18.792 and 20 and the post-mode decreased to 23. The teens did not have a low self-esteem score in the beginning, but their self-esteem decreased after participation in the program. The Chicago control teens, while maintaining the same pre- and post-means, decreased in modal measures from 14 to 21, but an intervening and unexplained factor is the attrition rate for the number of post-control responses (from 18 to 7). San Antonio experimental teens maintained similar means and the same modes while the control mean decreased slightly on the post-measurement and the mode increased from 19 to 22, or a decrease in self-esteem. The Little Rock experimental teens increased in means from 20.037 to 19.571, which was not a great change, but their modal scores increased from 20 to 16. Since the control teens in Little Rock increased by a similar amount in their means, but the modes remained stationary, the program must have had some effect. It is not possible at this point to explain statistically what occurred, but it is feasible to hypothesize that the programs had some effect on the teens which was favorable in general but apparently is related to greater self awareness of the individual. The control teens decreased in self-esteem to a greater extent than did the experimental teens who decreased only in Chicago.

Acceptance of Others and Acceptability to Others Scale

The Fey Acceptance to Others and Acceptability to Others scale was a combined scale for the present study. This scale combined two scales to provide a total score ranging from 25 to 125. Computer capabilities required the collapsing of total score categories into intervals of five ranging from 25 through 29 to 120 through 125 (an interval of six never attained). The relevant collapsed categories were (9) scores of 65 through 69, (10) scores of 70 through 74, (11) scores of 75 through 79, (12) scores of 80 through 84, and (15) scores of 95 through 99. The item means and modes are presented in Tables 19 and 27, so only the total scores will be considered here. It should be pointed out again, however, that the higher the score, the greater the feelings of acceptance of others and of perceived acceptability to others. Although the total mean scores decreased for all experimental teens, the modal scores remained unchanged in Chicago (11 or 75-79), decreased by two points for Little Rock (12, 80-84, to 10, 70-74), and decreased by one point for San Antonio (12, 80-84, to 11, 75-79). None of these teens had high mean or modal scores for the scale but at the same time the scores were not extremely low. At the same time, there were somewhat similar results for the control teens, although in Chicago the modal response was 10 on both administrations despite a slightly decreased mean; in Little Rock a mode of 11 despite a slight decrease in means; and in San Antonio a decrease in means and modes. While there were similar patterns for all three sites, the experimental teens began with higher mean and modal scores on the pretest and ended with the same results despite the decreased mean and mode in Little Rock, while the control teens did not have as high mean and modal scores as the experimental teens at any time.

Parent Attitude Research Instrument (PARI)

The PARI items which were subscaled into 13 scales were used with both sets of teens, both sets of parents, and the staff to ascertain areas of agreement and disagreement. The teens and the parents were expected to differ at the pretest stage but were anticipated to move toward the staff orientations through participation in the programs since the staff presumably knew the "correct" responses. The staff acted as intervention and socialization agents to change teen and parent attitudes toward parenting skills and activities. The question raised, therefore, was how successful were the staff in these areas? While an item-by-item analysis might be most beneficial, the reader is referred to Tables 17, 25, 33, 35, and 37 for such an examination while the primary focus of the present discussion will be on the overall subscale results.

shown to be?

Encouraging Verbalization items generally received high degrees of agreement but this consistent pattern was most obvious among the staff. The teens and the parents tended to shift between mild agreement and strong agreement, particularly in Little Rock, and by age of child while the staff remained steady. Although the staff usually disagreed with Dependency of the Mother, there were differences among the teens and the parents. The

Chicago experimental teens, their parents, and the parents of young children tended to agree with the item, while the control teens tended to disagree mildly or agree mildly with the item. There was less agreement among the control teens and Little Rock and San Antonio respondents.

Parents of teens and young children tended to be less lenient about Breaking the Will than did the experimental and control teens as well as the staff who had modal categories of strongly disagree on all items except Item 21, "a wise parent will teach a child early just who is boss," where the modal category was mildly agree.

The preceding mention of the similarity between Chicago and San Antonio with regard to the PARI items for Martyrdom was found between the teens, parents of teens, and parents of young children in contrast to the staff who disagreed strongly or mildly.

There were less clearcut differences with regard to strictness. Some respondents agreed with certain items of this subscale but the agreements and disagreements were varied, regardless of type of respondent. With regard to Irritability, the major differences were between the parents of teens and other respondents in which the parents of teens tended to disagree on Item 14, "mothers very often feel that they can't stand their children a moment longer," while the other respondents tended to agree.

Parents more than teens or staff tended to agree with the items of Excluding Outside Influences. Parents of teens, who might feel the loss of authority, were more concerned about Defication than were other respondents. There were minimal differences on the subscale of Rejection of the Homemaking Role with agreement or mild disagreement being the mode. Staff were not too different in this area.

All respondents tended toward disagreement with the items of Avoidance of Communication with the staff most in disagreement. Suppression of Sexuality was a subscale of interest. Item 17, "it is very important that young boys and girls not be allowed to see each other completely undressed," received pre-strong agreement among the parents of teens and of young children but mild agreement to mild disagreement among the experimental and control teens. On the posttest, however, the teens and parents of young children tended to mild disagreement although the parents of teens still agreed strongly. The staff strongly disagreed at both times.

Experimental and control teens mildly agreed or disagreed with the Ascendance of Mother items while parents of teens tended to agree strongly. The parents of children were similar except on Items 39 and 50. Staff disagreed on all items except for the posttest on Item 39. The respondents, except for the staff, tended to agree with the items on the Acceleration of Development in contrast to the staff who tended to disagree.

In general, the staff tended to disagree with the teens, the parents of teens, and the parents of young children, but such findings would be consonant with the role of extra-socialization agents who have a certain amount of training about what is right and what is wrong. The teens and parents would not be cognizant of the "right" and "wrong" answers to the questions.

Knowledge of Child Development Concepts

As with the PARI, the knowledge of child development concepts questionnaire was administered to the teens and the parents of young children. It was intended originally to be administered to parents of teens and to staff, but through misunderstanding such was not the case. The knowledge questionnaire was administered pre and post only to teens, experimental and control, and post to parents of young children. An item-by-item analysis cannot be presented, but the number of correct and incorrect responses may form the basis of a discussion.

The experimental teens had a better grasp of knowledge of child development concepts prior to entering the program than did the control teens (Tables 20 and 28). This knowledge increased for all categories of respondents. This knowledge increased slightly for the experimental teens on the posttest in terms of the percentage of correct responses but so did the incorrect responses which may be a function of the lack of "don't know" answers on the posttest. The control teens decreased in correct responses on the posttest for Little Rock but increased in San Antonio, more than the experimental teens, on the posttest. The knowledge scores for parents of children was higher on the posttest (as discussed above there was no pretest) than for either set of teens but the instrument was different. A valid question must be raised about the usefulness of this particular instrument. There will be a check on its reliability in the additional analyses.

Program Assessments

All respondents except the control teens and the young children were asked to make a program assessment. The same instruments were not used, however, for each group. Individual instruments have been discussed in the appropriate sections. The data common to all, such as strengths and weaknesses of the program, will provide the discussion in this comparative section.

The experimental teens, past and present, considered the strongest aspects of the program to be the work with children and the training sessions, instructors, and demonstrations. The parents of the 1972-1973 experimental teents, in response to the same question gave different reasons according to the city, with Chicago and San Antonio stressing the help for preschool children while Little Rock stressed the impact on the teens in learning about children with concomitant features of careers and preparation for parenthood.

The parents of young children were asked what they liked best about the program for which the modal responses were present-oriented help for the children. Almost an equal number of the Little Rock parents of children liked the future-oriented help for children. The staff assessments of strengths varied and were more detailed than those of parents and teens, with foci on children, teens, and program operations. The project directors varied also but were less diffuse with emphases on the development of the child development curriculum and course outline in Little Rock, on cooperation from teens and staff in Chicago, on growth of adolescents, children, and parents of the teens and children in San Antonio.

There were few teens or parents who mentioned weaknesses in the programs. Of those teens who mentioned any, the weaknesses were child curriculum and time to work with children, discipline and child behavior, and staff. Very varely was the staff criticized, however. Staff and project directors did perceive weaknesses in lack of parent participation, lack of job placement, intergroup relations (in San Antonio), and busy schedules.

In accord with the finding of few weaknesses, both sets of parents reported no recommendations for changes in the programs. The teens, however, while not many in number, reported they would expand the program for teen and program-oriented reasons in Little Rock. The San Antonio teens reported expansion also but for child-oriented reasons. Former ACT participants gave child and program-oriented reasons for changes. The overall impression of Project ACT was that it was very good, helpful, and worthwhile, and both teens and parents would like for the programs to continue.

Summary

With seven categories of respondents, a massive amount of data was collected. It was not possible to discuss every item on every instrument; however, efforts have been made to convey the results in what is hoped is a meaningful way. Summary statistics, the mean and mode, were used whenever possible while the actual raw data might present a better picture--but a very cumbersome one. Open-ended questions were codified and again modal responses were used.

Differences existed from the beginning in the three cities under study. Chicago and San Antonio were quite different from Little Rock in demographic data. These similarities between the first two cities and their differences with Little Rock was a pattern throughout the examination of the data. It is interesting to note since the focus of the evaluation was on the experimental teens, Little Rock respondents were much more consistent in their responses in terms of the teens and the program. Children were not ignored, but they appeared to play a secondary role in the approaches of Little Rock teens, parents of teens, and project staff. The Chicago and San Antonio respondents, on the other hand, focussed on the young children and gave child-oriented responses.

The young children appeared to develop normally as measured by the PAR. All of these children tended to grow in the program with the Chicago children gaining the most.

The open-ended questions asked of the teens were somewhat different from the picture given by the closed-ended and standardized instruments. Further analyses must be made of the data and this report must be considered primarily a descriptive one.

VI. CONCLUSIONS

Chapter V of the present report was extremely long and covered a large amount of information for all three programs. The present chapter is designed to bring into focus some of these materials but it must be considered preliminary until the additional analyses are performed. One entire area of concern was not even touched in the preceding pages but will be considered for the supplementary report; i.e., some gross financial estimates of the program.

The conclusions will be devoted to an examination of the major objectives of the programs and their major thrusts. The objectives, as stated on page 1, were the following:

1. to foster the adolescent's awareness of the developing child; to broaden his understanding of children's needs and potentials for learning;
2. to enhance pleasure in caretaking (nurturing) to motivate continued involvement with children which will enhance the growth of each; and
3. to encourage youth to think about children in society, to seek knowledge, to perhaps make choices which will lead to careers in child-related fields, and to more informed parenting.

The major thrusts of Project ACT were directed toward the adolescents to increase parenting skills of future parents and to interest young people in child-related careers. At the same time it was anticipated that the children reached by the adolescents (teens) would undergo no developmental harm. A secondary thrust was a focus on parental involvement and parental education.

Note should be made at the beginning that the three cities differed in ethnic composition for their service areas as well as in socioeconomic characteristics. Little Rock maintained the only integrated program of blacks and whites and also had the highest socioeconomic status among parents of teens and of young children. These parents had completed more formal education, which is often correlated with child-rearing techniques, and enjoyed higher occupational status than did the parents in Chicago and San Antonio. As noted in the literature, such parents are better able to contribute to the child's development and to provide more materials and more understanding of the child's development. To what extent the educational and economic depression of parents in Chicago and San Antonio could meet this challenge will be sought through the additional statistical analyses. Certainly the differences were evident and, as pointed out in the summary of Chapter V, Chicago and San Antonio responses were much more similar to each other while they were different from the Little Rock responses at all levels.

Another point crucial in a consideration of the data and the conclusions is the fact that the selection criteria for the teen participants required some of the better students in terms of attendance and interest in the program. These criteria themselves suggest certain biases in the participants that could seriously affect the outcome of an evaluation. If they are better students and committed already to the program, the measurement of change would have to be very sensitive.

In general, the Little Rock respondents did appear to understand the objectives in terms of focus on the adolescent while Chicago and San Antonio were more concerned with the young children. This observation and the results of data collection relate to priorities: in Little Rock, the priority was on the teens and in Chicago and San Antonio the focus was on the young children. This distinction is a pervading one in the data and must be taken into account. The specific objectives of each program, of course, varied, but all three operated under the three general objectives listed above.

Do you see a sig't w/ data to back this up.

In terms of the first objective, the Little Rock teens seemed to have and to have gained the greatest knowledge of child development as reported through their responses and those of their parents. These teens discussed the program less with their parents than did the other teens, but the direction of their comments related to their interest in the development of young children and their future careers and future parenthood. The San Antonio teens were interested in watching children grow and learning about their potentials with an emphasis on young children and their development. The knowledge of child development concepts questionnaire, which is a dubious instrument, demonstrated more previous knowledge and greater growth in knowledge among the Little Rock teens than among the Chicago and San Antonio teens. More of the Little Rock teens also were interested in child-related careers as they expressed these to their parents than were the Chicago and San Antonio teens.

The increased pleasure in caretaking and nurturing were observed by the staff and parents, but not communicated by the teens. It is assumed that the teens had difficulty in understanding the concepts rather than a lack of increased knowledge. To know if these activities will enhance the growth of each would require a longitudinal study.

It is most unfortunate that the previous ACT participants showed such a small percentage in child-related careers or child-related fields of study. The evidence of this result is most noticeable in the previous ACT participants who have been out of the program and who do not plan careers in the area. Parenting skills could not be ascertained so early in the process. Again, this question would require a longitudinal study to determine what happens with the teens and their future activities.

The major thrust of the programs toward the adolescents was realized only in Little Rock. The other two programs appeared to make the major thrust to be the young children. The teens, again, demonstrated little interest in future child-related careers although they did respond that they needed further education. Most of the teens felt the need for further education whether in child-related or other fields.

Certainly the second major thrust of no injury to the young children was overcome. The children, despite location, gained in developmental growth although the San Antonio scores on the PAR were out of line. While the Chicago children showed the greatest gains, some attempt must be made to explain the scores, particularly in San Antonio. Part of the problem may be in the scoring. It should be noted also that the San Antonio program was geared toward the items of the PAR.

Parent involvement and parent education appeared to be minimal in all programs. The intentions were good, but the techniques appeared to be inadequate. Certain of the recommendations are directed to these areas.

The Little Rock program was definitely oriented toward the teens, through a gain in knowledge both in the academic and practical aspects of child development. Their teaching was specific and their training related to five-year old children. Chicago, although having both classroom and preschool components, seemed to stress the children. The classroom period apparently consisted of a great deal of time in lesson plans and the discussion of what occurred in the preschool program. Unlike Little Rock whose classroom stressed principles and factors of child development, Chicago was concerned with the next lesson. San Antonio, unlike Chicago and Little Rock, was home based. This factor necessarily placed a great deal of stress on the children and the teens. The teens, however, did gain in many ways through their training sessions, instructors, and demonstrations. They appeared to gain in self confidence, they were better able to communicate, they gained friends, and they learned about children. They learned also about responsibility and the importance of being on time and doing what they said they would do. This information was gained by talking with the program director and the family life specialist. The common observer noted this change also.

The bulk, really, of the conclusions will be found in the 1973 overall recommendations beginning on page 229 of this report.

VII. RECOMMENDATIONS

Certain recommendations were made by SSRI for each site in the 1971-1972 formative evaluation reports. Each program was written and asked what action, if any, had been taken on these recommendations. The Chicago Project ACT staff did not respond to the request so it is impossible to assess their actions in this regard. The recommendations and responses are shown below prior to a discussion of overall recommendations based on the summative evaluation.

Chicago

The following 19 recommendations were made to the Chicago Project ACT in August, 1972.

1972 Recommendations

(1) The program consultant for Chicago has responsibility to analyze the effectiveness of the present youth educators' curriculum and make suggestions to improve it. SSRI has received no suggestions for improvement. If there have been no suggestions made to this point, the consultant or another child development specialist should begin work immediately to revise the curriculum. Too much emphasis is placed on duties in the center and other aspects of home economics (section on plants), not enough on child development information.

(2) A specialist should help the program director rewrite the preschool curriculum to place more emphasis on cognitive development and other abilities necessary for success in school, such as concept formation, etc.

(3) A specialist should devise a parent education program such that most, if not all, parents can particiapte and obtain information about child development, child care, and other topics of importance and interest.

(4) Child Development should be structured so that topics such as birth control, sex, child birth, pregnancy, etc., will be discussed. In an environment in which numerous teens become pregnant before completion of high school and where teens express a high degree of concern over this occurrence (as evidenced by teen assessment) these topics should be essential.

(5) It might be feasible to look seriously at the bimonthly library trips to ascertain whether this time could be put to better use.

(6) It might be feasible to use parents of the children as teacher-aide trainees to help teach them child development information, a marketable skill and parenting skills. Two teacher-aide slots were originally assigned and only one is filled.

(7) Restructure program daily schedule so that one quiet activity does not follow another, so that there is provision for transitional activities.

(8) It might be possible to change the preschool schedule weekly or monthly to enable students to experience the full range of activities in the preschool program.

(9) Rearrange furniture and equipment in the room so that interest areas are more easily recognized and lines of flow are readily apparent.

(10) Provide for more interaction and communication between teens and children. They should eat together, learn together, work together, and play together. Meal and snack times should especially be times of maximum communication. The children and teens could help prepare meals.

(11) Prepare role description for the teacher-aide.

(12) Literature about, and possibly representatives of, the different child-related career fields should be made available to the teen-teachers.

(13) Information on job availabilities and educational opportunities in child-related fields should be sought in an effort to keep teens abreast of all possible opportunities in child-related fields.

(14) The play area should be closed off during the preschool program day to help alleviate the problem of older children using the play area when the program children need it.

(15) Community support could be solicited to find possibilities for providing other play areas in the community. The community could also assist in arranging the safe travel of program participants.

(16) The project director and teacher-aide should further their knowledge of child development by taking available courses.

(17) A liaison person should be made available to ensure that communication lines are open between Project ACT and the Board of Education. If the position held by Mrs. Hallisey is filled, this problem, plus several others would be eliminated.

(18) Male student participants are under represented in the Chicago program. More should be included. They might be attracted to the program if the child development aspect were stressed in addition to the laboratory or practicum aspect.

(19) The critical incidents did not provide valuable evaluative information. They did, however, appear to be a very useful teaching device as used in the Little Rock program. It would be advisable to extend this use of the critical incidents as teaching devices to Chicago and San Antonio and to omit this as an evaluation instrument. In Little Rock, the critical incidents were read by the teachers who commented on what the teens did and what alternatives might have been better. Used in this manner, the critical incidents provided feedback to the students as well as the teachers on what the students were doing, why they were doing what they were, and what might be better.

Little Rock

SSRI made 12 recommendations to the Little Rock Project ACT at the end of the second year formative evaluation. These recommendations and the Little Rock response by Mrs. Betty Pagan, Project Director, are shown below.

1972 Recommendations and Follow-Up

(1) Kindergarten teachers noted that there was a difference in teaching reference points between themselves and other Adult Living teachers who did not teach kindergarten. This problem might be lessened if the kindergarten teachers met with Adult Living teachers and discussed the Child Development Chapter in depth. This would include observations in the kindergartens by the Adult Living teachers and possibly even participation.

(1A) Adult Living and kindergarten teachers worked intensively for five days prior to the opening of school in September, 1972, at which time the following efforts were made to improve communication and/or knowledge between the two areas:

a. A detailed outline of each course was developed by the staff (Adult Living teachers, Child Development teachers, and project director). Time line, topic, references, and special suggestions for enriching activities were written. All teachers examined reference materials, previewed audio-visual aids, and discussed community resources.

b. Plans were made for all Adult Living students and teachers to be involved in an observation/participation experience in the kindergarten each nine weeks' grading period. The experiences would be:

   (1) The Learning Environment
   (2) Physical (Motor) Development
   (3) Intellectual (Cognitive) Development
   (4) Independent Project (with a child in kindergarten or outside of school but under the guidance and direction of the Adult Living teacher and Child Development teacher, if needed)

   Manuals were written by the Child Development teachers and project director for each experience.

   Child Development teachers visited each Adult Living class and talked about the kindergarten before observation/participation # (1). Adult Living teachers and students were shown a slide-tape presentation of "The Learning Environment" prepared by the project director. Then students and Adult Living teachers went to the kindergarten to observe.

   Observation/participation activities (2) and (3) were jointly directed by Adult Living and Child Development teachers. The Child Development teachers did demonstration teaching for Adult Living classes and the Adult Living teachers. AL and CD teachers directed students through the project using the manuals. (Before this year, two to four AL students went to the kindergarten rooms at one time, observed, completed observation outline, gave papers to the CD teacher who graded the paper, and reported their grade to the AL teacher. The Adult Living teacher had no direct contact with the kindergarten or the Child Development teacher.)

One Adult Living teacher enrolled in a Child Development course at the University of Arkansas Graduate Center. As a result of the course, she has enriched the theory content of Child Development in the Adult Living classes with demonstrations of Piagetian tasks using children from the kindergarten and younger children from the community.

(2) Try to have lecturers speak to students in person rather than by videotapes.

(2A) Dr. Eva Dodge, a gynecologist from the State Health Department, came to all Child Development classes to lecture and answer questions of students after they had viewed video tapes made last year of Dr. Max McGinnis (MD in OB-Gyn). Dr. McGinnis is no longer available to lecture, but Dr. Dodge, a female OB-Gyn specialist who is semi-retired, is available and most willing to lecture to students and teachers on family planning, pre-natal, and post-natal development.

Mrs. Jo Corn, MSW, lectured to all classes on Transactional Analysis and its application in Child Development.

(3) Seek ways to provide Adult Living students more opportunity to participate in kindergarten activities. This might be arranged by scheduling the course outlines so that each section of the Adult Living course is on the Child Development component at a different time.

(3A) The 10 sections of Adult Living classes (two teachers) were scheduled for each manual on a staggered schedule so that two classes each day went to the kindergarten and the others were working on preparation for going or evaluating after having been. Schedules for the week of observation/ participation are shown in the manuals.

(4) Kindergarten teachers should speak to Child Development students concerning discipline, responsibilities, and problems in the kindergartens.

(4A) The Child Development students are scheduled for a class period each day with the teacher. This is in addition to the kindergarten participation each morning. They receive two high school credits instead of one as has been done in the past. This has given more opportunity to discuss discipline, responsibilities and problems that arise as well as an opportunity to study theory and make application in the kindergarten experiences. It has also made it possible to have speakers from the community and to take field trips to other facilities.

(5) Staff should seriously consider the feasibility of making both, Child Development and Adult Living classes available to students other than seniors.

(5A) Child Development and Adult Living classes are still offered at the senior level; however, other groups of students have been involved with the kindergartens through special continuing projects. One of the 10th grade foods classes in Homemaking prepared food, made decorations, and conducted a Halloween party for both kindergarten classes. Future teachers' clubs (FTA), Future Business Leaders (FBLA), and Speech students have had year-long projects with the children. They have worked in the kindergarten before and after school in book activities, games, and parties--such as birthdays, Christmas, and Easter. These activities have stimulated a lot of interest from the student body at 10th, 11th, and 12th grade levels, and from both male and female students.

(6) All ACT staff should meet regularly to discuss progress, problems, plans for improvement, etc.

(6A) The ACT professional staff communicates frequently (almost daily) in addition to monthly inservice meetings with Child Development and Adult Living teachers from the other schools. The CD teachers have weekly seminars with ICT students and aides. They are also in conference with ICT teachers when the need arises.

(7) The Little Rock community should be informed of Project ACT. There are probably numerous organizations and individuals that would provide valuable information and assistance to the program if requested.

(7A) The Little Rock community has been informed about Project ACT in a variety of ways:

a. The teachers, mothers, and high school students, via city transit, took the children to the State Capitol building. They were given a guided tour of the Departments of State and the Governor's office. Project ACT was explained many times and pictures were made.

b. Teachers in Project ACT contacted the City Police Public Relations Department and explained the project to them. They came to the school and visited with the children and teens, and then followed up by sending their public relations bus to take all adults, teens, and children on a tour of the city.

c. A display of children's work, teen projects, and a slide show of Child Development-Adult Living-Kindergarten was shown to visitors during the Cultural Fair open house at Central High School on Sunday, April 15. Several hundred students and patrons visited the display.

d. The director of Project ACT has explained the project to the Central Arkansas Early Childhood Education Association, to Montessori parents' group, and to the Arkansas Association on Children Under Six.

e. A lengthy article appeared in the Arkansas Democrat on Sunday, December 24, 1972, about "Guys Infiltrating Kiddy Land." The article was a very thorough and positive one about male teens in Project ACT and in Child Development at Parkview High School.

(8) Literature about, and possibly representatives of, the different child-related career fields should be made available to the students.

(8A) A list of resource people and facilities was compiled early in the school year and has been used throughout the year for field trips and as a source of literature and information. The students have visited the Center for Early Development and Education (Kramer Project), the Child Study Center (U of A Medical School), and St. Vincent Infirmary Day Care Center. Counseling for college has also been available through the teachers and literature.

(9) Information on job availabilities and educational opportunities in child-related fields should be sought in an effort to keep teens abreast of all possible opportunities in child-related fields.

(9A) Many job contacts in child care have been made on behalf of the students but with not much success. Arkansas licensing law requires that a person be 21 years of age before they can be left alone for any length of time with children. This prevented several of our ex-students from getting jobs. We have written many reference letters for students outside of child care and have been more successful there. This is unfortunate because most are very good with children but their chances for employment are better if they go on to college and become certified teachers.

(10) It might be possible to change the preschool schedule weekly or monthly to enable students to experience the full range of activities in the kindergarten program.

(10A) The kindergarten schedule has been changed this semester so that a variety of activities are going on at one time--such as, motor skills, stories, manipulative skills, etc.--with small groups and students rotating at least once each week. The teens are also doing individual projects with children. (This is possible because the teachers and students have a class period each day to plan.)

(11) A parent education program should be implemented to provide parents with child development and child care information in addition to other topics of interest and need.

(11A) Parents have all had individual teacher-parent conferences during the year. This month and next, the parents have been visiting the kindergartens for one-half or a whole day on a scheduled basis. A conference follows the visit. Parents have been very positive in their comments about this experience. There have been no scheduled parent classes due to the working hours of most parents.

(12) Male students are not represented in the Child Development or ICT classes. They should be. These courses might be more attractive to male students if the child development aspect were emphasized in addition to the laboratory or practicum aspect.

(12A) There have been four male Child Development students, one male ICT student, and one male adult aide (former ICT student) this year. The teachers and students feel that this has been an excellent experience and influence on the entire project.

San Antonio

Dr. Dwain Estes, the local observer for San Antonio Project, made twenty-five recommendations following the second year evaluation. Miss Dorthy Taylor, Family Life Education Specialist, responded to these recommendations as they applied to the San Antonio Project. Both recommendations and responses are listed below.

1972 Recommendations

(1) Work load is a problem for the Associate Extension Agent, but if she could schedule her time to observe each teen-teacher teach at least once a month, it would be beneficial. Some of these observations should be unannounced in order to check on the promptness of teen-teachers in keeping their appointments with families and the extent to which the teen-teacher has prepared himself to do the job. The presence of the observer can be noted and discussions held regarding his perceptions. Advice can be given the teen-teacher regarding his lesson plans, his instruction, and the pace at which he is working with his infant. Clues regarding areas that need emphasis in training sessions can be obtained. Conferences with the parents can solicit their evaluation of the progress of the infant and the teens. Understandings with parents of infants can be had so that they will not object to the Associate Extension Agent dropping in unannounced.

(2) Parents of infants need to be asked to sign, date, and indicate the hours spent on the lesson plans and the observation reports of teens at the conclusion of an instructional period. This provides an additional audit of time worked reported by teens. It would appear to be just good business practice to follow this procedure. No doubt the fiscal agent would approve such a policy. It should be especially helpful if the local operation is ever audited. Such signatures also demand the presence of the parent at all instructional sessions, a requirement of the program.

(3) The weekly training sessions are currently held on both Friday afternoon and Saturday morning to accommodate the teens' schedules. This presents some difficulties in the total group getting to know one another and learning to work together. A weekly common training session for all of the teens might help reduce some of the conflict that now exists.

(4) In addition to the large group seminars, the Associate Extension Agent might conduct some small group meetings with teens. In such sessions even the shyest teen can have an opportunity to participate in the discussion. Also, the Associate Extension Agent can counsel any teens who may be having difficulties.

(5) Some of the teens write very brief observation reports. They should be helped to determine what is important and record same.

(6) Performance levels expected of teens at given intervals of time should be determined and reduced to writing. Growth of teens as compared with these performance levels should be measured.

(7) Perhaps no more than one teen-teacher should come from one family and no teen-teacher should teach a relative. Changing this policy would enable the project to have the broadest impact possible with the funding available. In some cases brothers observe sisters and vice-versa. It would be better to be observed by a teen not related. Teaching infants not related creates additional skills on the part of the teen-teachers. Teens need to learn to handle infants other than their siblings or relatives.

(8) Some of the teens are very quiet and do not talk as much as they should in teaching their infants. They should be encouraged to improve in this area.

(9) It might be well for the black infants to have Mexican-American teachers and vice-versa. This would help the infants to be exposed to another speech pattern. The program has had difficulty because Mexican-Americans did not particularly want a black teen-teacher coming in and teaching their child. Probably, with careful recruitment, families could be obtained where this would not be a problem. This would enable Mexican-Americans to be paired with blacks, something that does not exist, now, but did exist in the project in 1971. If Mexican-Americans can be paired with blacks as team members this might help reduce some of the conflict that now exists between the two groups.

(10) Perhaps a series of sensitivity training sessions would help the black-brown relationship. Some of the blacks now feel that the Mexican-Americans, particularly the boys, stare at them and make unkind remarks. The blacks tend to be more aggressive in the training sessions and perhaps the sensitivity training sessions could help this problem also.

One of the black girls feels the Associate Extension Agent a Mexican-American, is prejudiced. Another black girl interviewed did not feel this was so. Perhaps sensitivity training sessions could also help the black girl who feels as she does.

(11) Printed lesson plans need to be continued and provided the teens. They find these useful and beneficial.

(12) Effort should be expended to recruit babies into the program. These babies should have a high probability of remaining. One teen-teacher had been in the program for eight months and had three infants. It is difficult for the teen-teacher to become oriented to so many babies. Also, he is not able to observe the progress an infant makes over a period of time. Migrant worker families should not be recruited since there is a high probability their infants will not be able to remain in the program long.

(13) The Associate Extension Agent needs to continue to increase her knowledge of child growth and development as she is doing. If possible, she should enroll in courses available at local universities.

(14) The Family Life Education Specialist needs to continue to develop curriculum for the project.

(15) Student participation in training sessions should be maximized. The amount of lecture time should be limited.

(16) Some additudinal changes are required on the part of some of the black students in terms of the employer-employee relationship. The black students seem to be dictating to the director of the project rather than taking their direction from her. They need to understand that they have a job and the supervisor has the authority to indicate things that need to be done. They need to follow instructions rather than telling the director what it is they are going to do.

(17) When funds are available, the program should be expanded. It would be well if all teens could have the experience.

Additional recommendations were made by SSRI:

(18) Teen teachers should be required to read the observation reports of their observers. This would help the teens to understand what they do and realize and correct problem areas if necessary.

(19) Parents who wish their young children to participate in Project ACT should fill out an application along with a signed agreement to be present and to participate in the teaching sessions in the home. The applicants should be checked by Mrs. Garza and if acceptable, the applications should be held in file until a slot is available. This would be more fair and would provide an opportunity to reach more families than the present recruitment system permits.

(20) Training sessions should provide the teens with more information on child development. A seminar once a year is a good idea but does not provide the continuous learning experience, both conceptual and functional, that the teen-teachers need if the program objectives are to be met.

(21) Literature about, and possibly representatives of, the different child-related career fields should be made available to the teen-teachers.

(22) Information on job availabilities and educational opportunities in child-related fields should be sought in an effort to keep teens abreast of all possible opportunities in child-related fields.

(23) A parent education program should be implemented to provide parents with child development and child care information in addition to other topics of interest and need.

(24) It appears that information concerning birth control, sex, pregnancy, child birth, etc., should be made available to, and discussed with, the teens. Mrs. Garza pointed out that the Chicano culture is such that teens would not be receptive to this information but it should be tried even if boys and girls must meet in separate groups.

(25) The critical incidents did not provide valuable evaluative information. They did, however, appear to be a very useful teaching device as used in the Little Rock program. It would be advisable to extend this use of the critical incidents as teaching devices to Chicago and San Antonio and to omit this as an evaluation instrument.

In Little Rock, the critical incidents were read by the teachers who commented on what the teens did and what alternatives might have been better. Used in this manner the critical incidents provided feedback to the students, as well as the teachers, on what the students were doing, why they were doing what they were doing, and what might be better.

Child Development Demonstration Project Follow-Up to 1972 Recommendations

(1) The Extension Agent-Child Development makes one announced home visit to observe and supervise each teen-teacher per month. The parents of the infants have asked that the agent not drop in unexpectedly. (The parents seem to be embarrassed when the house is not in order when the agent comes.) To protect the privacy of the project families, the agent will go on only announced home visits to observe the teen-teachers. The agent does conference with the parents of the infants regarding their evaluation of the progress made by teen-teachers and infants, both on home visits and by telephone.

(2) Parents of the infants sign the lesson plans (which also serve as a time sheet) each time the teen-teacher works. This procedure was established August 5, 1972.

(3) A common weekly training session with all thirty teens does not provide a maximal learning situation. Training sessions are held each Thursday and Friday afternoons (4-6 p.m.), and the teens attend the session of their choice (about 15 attend each session). Training sessions are held for the total group during weeks of holidays, data collection for the evaluation or when the agent is out-of-town on project or extension business. The teens and the Extension Agent-Child Development have planned and held one social (in February) and plan others during the year to become more socialized as a total group. Two of the teen-teachers causing conflict have found other jobs and have resigned from the project.

(4) Time allocation for small groups' training is impossible when there is only one staff member in San Antonio. If small groups were used altogether, it seems to be in conflict with Dr. Estes' recommendation to have large group meetings. Small group training is held for new teen-teachers or teens who are having problems teaching.

(5) Some of the teens write brief observation reports (about 16), others write voluminously (about 7). Research indicates that low income adolescents have limited language skills, especially writing.

(6) Performance levels are used in the Child Development Demonstration Project. The teen teachers are interviewed on performance at 6, 12, 24, and 36 month intervals for salary adjustment. The teen teachers as well as the professional staff make a composite score and set goals for improvement. The instrument, Employee Performance Rating, D-884, is used for this purpose.

(7) There are two families who have siblings (Flores-3, Briseno-2) serving as teen-teachers. We do not have any teen teacher-infant families in the project now.

(8) The teen-teachers are highly encouraged at each training session to talk with their infants. When the Extension Agent-Child Development makes observations of teen-teachers, this is one area she again emphasizes. Motivation is one thing, making the teens talk is another.

(9) With the blacks and Mexican-American teens and project families feeling the way they do about "mixed" teaching, it is not feasible at this time to mix the Negro and Mexican-American teens and families. The infants' families are voluntary; therefore, they withdraw from the project when this is discussed. We have tried this mix in 1971-1972 and found it most unsatisfactory for both teens, infants and families. Neighbors were terribly critical of the families when they saw other races visiting in the homes.

(10) Sensitivity training sessions have been rejected by both The Sears-Roebuck Foundation personnel and the Texas Agricultural Extension Service supervisor.

(11) Printed lesson plans have been provided each teen-teacher each week and for parents as requested. More activities have been added to relate to the growth and development of the toddlers.

(12) Migrant families have never been recruited into the project due to their high mobility rate. The most effective recruitment has been through the infants mothers and the teen-teachers and their families. There are three babies on file waiting to be placed as vacancies occur in the project. The project cannot guarantee the teen-teacher any length of time the baby will stay in the project because the infant is a volunteer. Teen-teachers who have become secure in their own teaching do not respond negatively to changing infants. The insecure teen-teachers seem to have more difficulty adapting to a new infant and establishing rapport with the family.

(13) The Extension Agent-Child Development is the most qualified person in child development we have had in the project. As courses are available at local universities, she plans to study in child development.

(14) The Family Life Education specialists will continue to develop curriculum for the project.

(15) Student participation is included in each training session. Lecture is limited to child guidance skills, child development concepts or fiscal matters related to employment.

(16) The employer-employee relationship is more positive this year. Two of the black girls involved have resigned from the project, the district extension agent supervises the project very closely now, and the Extension Agent-Child Development is firm, but fair. When problems arise, she conferences with the teens individually.

(17) Funds are not currently available to extend the project, but the project findings will be built into the on-going extension program across the state. For more specifics, see the 1972-1973 proposal.

(18) Teen teachers are required to read their partners observation reports and turn them in with the lesson plan taught on that date. The Extension Agent-Child Development also reads and makes suggestions for improvement on the lesson plans and returns them to the teen-teachers.

(19) Parents in the Child Development Demonstration Project do sign an agreement to have their toddler in the project and to be present in the home (and almost all parents are at home during the lesson). Since parent participation in the project is voluntary, it is not enforceable except under extremely negligent conditions.

The infant applicants are checked according to the "Criteria for Selecting Project Families." The Extension Agent-Child Development must approve a family before it is enrolled in the Child Development Demonstration Project. An active file is kept on all applicants. Babies are paired with a teen-teacher with proximity being a major factor in final selection since most of the teen-teachers walk to work.

(20) Child development concepts are taught in every training session, and not just in the summer seminar. Child development concepts are the basis of all lessons taught the thirty project infants. In addition, each teen teacher has two texts for his own use and about 25 reference

books to be checked out if he wishes further study in the child development area.

(21-22) Literature (books and pamphlets) are available to the teen-teachers in the project library. Guest speakers from various child related fields (Early Childhood Education Social Service worker, Planned Parenthood educators, Expanded Nutrition personnel, extension home economist, Head Start teacher, drug education officer) have provided programs during the weekly training sessions for the teen teachers. Seven career fields will be explored during the seminar.

(23) Parent education programs for 1973 include:

1. Why the First Five Years Are Important
2. What Parents of Unborn or Young Children Should Know About Drug Addiction
3. Affects of Child Abuse on the Development of the Child
4. Foods for Young Children
5. Dental Health and Care of the Young Child
6. Importance of Language Development and Bilingual Education

(24) Two programs have been provided the teens on understanding conception, reproduction and prenatal development of the child. Birth control information and practices is treated as a personal and voluntary choice, as suggested by the Sears representative. Birth control information is left to the discretion of the parents and teenagers.

(25) The critical incidents did not provide as much information in the Child Development Demonstration Project as the weekly observation reports and lesson plans prepared by the teen teachers. The observation reports are read by the teen being observed and by the Extension Agent-Child Development weekly. The reports serve as an evaluation device and progress report for the baby's progress and learning, the teen-teacher's preparation and teaching, and the rapport established between baby-teacher, teacher-observer, teen-teacher-baby's parents, etc. The report also serves as a time sheet for fiscal purposes.

The Extension Agent-Child Development reads, comments, returns the observation reports to the team concerned for their review, then permanently files them.

1972 General Recommendations

Certain general recommendations were made for all three sites, as listed below.

(1) The Little Rock and Chicago programs were structured so that adolescents were scheduled to be in the kindergartens or preschool at the same time, daily. Consequently, they were unable to participate in a variety of activities with the children. To alleviate this problem, the kindergartens and preschool schedules could be changed weekly or monthly.

(2) The Chicago and San Antonio programs had parent education components. These components, however, should be strengthened by including more child development and child care information in addition to topics of interest and importance to the parents. Little Rock had no parent education component last year. It is not known whether it will be possible to implement one due to the program's structure. In Little Rock they plan to implement a parent involvement component this year so it may be possible to include parent education as well. San Antonio and Chicago already have functioning parent involvement components.

(3) None of the ACT projects provided the teens with information on the different child-related career fields. Literature about, and possibly representatives from, these different career fields should be made available to the students.

(4) None of the ACT projects provided the teens with information on job availabilities and educational opportunities in child-related fields. This information should be sought in an effort to keep the teens abreast of all possible opportunities in child-related fields.

(5) The Little Rock program presented to and discussed with the teens, information concerning sex, pregnancy, birth control, and child birth. This should be done in Chicago and San Antonio also.

(6) Both the Chicago and San Antonio projects need to present more child development information. Teens need a conceptual as well as a functional understanding of children and this is not provided by having teens participate mainly in the preparing of lesson plans and working with the children.

(7) The project directors in Chicago and San Antonio had degrees in home economics. They had taken courses in child development, however. It would be advisable for these directors and the teacher-aide in Chicago to enroll in courses in child development. This is not a problem in Little Rock since the teachers have degrees in home economics and child development.

(8) The amount of community involvement varied across programs with San Antonio and Chicago having a fair amount of participation and Little Rock having very little. It might be helpful for all programs to actively seek community involvement. This might be particularly useful since the third program year is almost over.

(9) Chicago and Little Rock should recruit more males into their programs. San Antonio already has a large number of male participants and Little Rock does also in their adult living class. In the child development and ICT classes, however, they are absent.

The child development courses might be more attractive to male students if the child development aspect were emphasized in addition to the laboratory or practicum aspect.

(10) The critical incidents did not provide valuable evaluative information. They did, however, appear to be a very useful teaching device as used in the Little Rock program. It would be advisable to extend this use of the critical incidents as teaching devices to Chicago and San Antonio and to omit this as an evaluation instrument.

In Little Rock, the critical incidents were read by the teachers who commented on what the teens did and what alternatives might have been better. Used in this manner, the critical incidents provided feedback to the students, as well as the teachers, on what the students were doing, why they were doing what they were, and what might be better.

1973 Overall Recommendations

The preceding recommendations were developed after the programs had closed for the year, except San Antonio, and SSRI was asked to provide the common observer. After a year of work with the projects and at least three site visits to each, SSRI has developed overall recommendations. These recommendations are based on observation, contact, and data collection and analyses. It was stated previously that three models would be examined and effort would be made to determine whether one model would serve or whether various models were necessary. The recommendations are based on the focus of interest and on the age of child served, regardless of focus. Some of the recommendations are general in nature.

(1) When the emphasis is on the adolescent, one program model appears to be feasible. The model recommended would be one similar to that of Little Rock, i.e., a high school program with a kindergarten within the high school. While it is understood that most kindergartens are not located in the high schools, the ability to work with young children would appear to be enhanced for all teens whether or not they were participants in the program. As pointed out in Little Rock, other teens did have the opportunity to work with the children in various capacities. If the kindergarten is not in the high school, one close to the high school would be the alternative recommendation.

(2) It is recommended that in a high-school based program, the teens should not be paid for program participation. Class credit should be the only payment and preferably two such credits for an hour per day of didactic training and an hour per day for practicum. In this manner, it would appear that the teens would be more interested and involved in the program.

(3) When the emphasis is on the child, one model would appear to be the best for children aged three through four and another model for children under the age of three. It is recommended that three and four year old children are best served in a center-based program. Younger children would be best served through a home-based program.

(4) It is recommended that more realism be exerted in considering the ability of programs to engender parent participation or to provide parent education. In a school-based program with emphasis on the teens, it is extremely difficult to have continuous or large-scale parent participation. There usually is inadequate space, but even where space is available, parents tend not to have time for participation. Parent participation, particularly parents of teens, appears to be more active with special projects or events.

(5) A home-based program with emphases on the child and parent would seem to be best for parent education when the parent realizes that he and/or she is an integral part of the program.

(6) It is recommended that one possible way to obtain parent involvement in the high school program on a regular basis is to have parents act as teacher aides. Having teacher aides is a good avenue to incorporate community involvement and also a good way to obtain and train para-professionals.

(7) A well delineated administrative heirarchy is recommended highly. The lack of such delineation in heirarchy and roles may have been one of the major problems in Chicago and one of the strengths in Little Rock and San Antonio.

(8) It is recommended that demonstration projects seeking future impact should be longer than three years to allow for longitudinal studies and to maintain funding sources. Parenting skills and future careers and activities are known now only on a projective basis. In addition, two of the programs have closed and the third one will be closed by November 1, 1973.

(9) Since Little Rock reported that youngsters under 21 years of age could not teach and therefore job placement in child-related areas was difficult, it is recommended that some examination of this policy be made with efforts to determine its generality and possibilities of change.

(10) Little Rock had well developed curricula for the teens and children and San Antonio had such curricula developed for children. It is recommended that there should be dissemination of these materials. This is a general recommendation applicable to all well developed materials. Dissemination allows for those unaware of these materials the knowledge of their existence and possible use.

(11) It is recommended that projects be made more aware of the purpose of evaluation in the beginning, that the evaluation be ongoing, and that cooperation is mandatory for such evaluation. If these things had existed, the one project that was uncooperative might have been more willing to participate.

(12) It is recommended that evaluation analyses require six months, particularly where pre- and post-data are collected on a large data base.

APPENDIX A.

CURRICULA FOR LITTLE ROCK THIRD YEAR

CHILD DEVELOPMENT - KINDERGARTEN

(1ST SEMESTER)

LITTLE ROCK PUBLIC SCHOOLS
LITTLE ROCK, ARKANSAS

CHILD DEVELOPMENT - KINDERGARTEN
1ST SEMESTER - 1ST NINE WEEKS

TIME	TOPICS	STUDENT REFERENCE	TEACHER REFERENCE	SUGGESTIONS
	I. Students	The Kindergarten Teacher, Ch. 4 Foster & Headley	Introducing the People, Ch. 1, Read	
			Participation in Teaching Pre-school Groups, Ch. 18, Todd	
			Pre-school Group as a School Laboratory, Ch. 17, Todd	
	II. Kindergarten			
	A. Overview	Facts About Kindergarten, Ch. 2 Foster & Headley	Kindergarten Curriculum Guide--Rationale for Early Childhood Programs	Slide presentation, "The Learning Environment"
		American Kindergarten Point of View, Ch. 3, Foster & Headley	Preschool Education in America Today, Ch. 1, Todd	
		Social Climate, Ch. 5, Foster & Headley	Theories in Child Psychology, Ch. 1, Thompson	
		Schools for Young Children, Ch. 6, Leeper, et al		
	B. Program	Starting the Kindergarten Year, Ch. 9, Foster & Headley	Arranging for the Preschool Group, Ch. 3, Todd	
		School Program, Ch. 7, Leeper, et al	Getting the School Ready, Ch. 4, Todd	
		Planning, Ch. 8, Leeper, et al		
	C. Physical Facilities and Equipment	Providing Physical Facilities and Equipment, Ch. 20, Leeper, et al	Plant and Equipment, Ch. 12, Leavitt	

CHILD DEVELOPMENT - KINDERGARTEN
1ST SEMESTER - 1ST NINE WEEKS

TIME	TOPICS	STUDENT REFERENCE	TEACHER REFERENCE	SUGGESTIONS
		Provisions for Physical Welfare, Ch. 6, Foster & Headley		
		Equipment and Supplies for Kindergarten, Ch. 7, Foster & Headley		
	D. Health and Safety	Health and Safety, Ch. 17, Brisbane		
		Health and Safety, Ch. 15, Leeper, et al		
	III. Children	The Five Year Old, Ch. 1, Foster & Headley	Understanding Preschool Children, Ch. 2, Todd	
		Importance of Early Years, Ch. 1, Leeper, et al	A Preschool Group, Ch. 5, Todd	
		What Are Children Like, Ch. 1, Baker		
		The Young Child As A Person, Ch. 3, Leeper, et al		
		The Young Child In His World Today, Ch. 2, Leeper, et al		
		Creative Self-Expression, Ch. 8, Foster & Headley		
		The Young Child as a Research Subject, Ch. 4, Leeper, et al		

CHILD DEVELOPMENT - KINDERGARTEN
1ST SEMESTER - 1ST NINE WEEKS

TIME	TOPICS	STUDENT REFERENCE	TEACHER REFERENCE	SUGGESTIONS
	IV. Guiding Behavior	Stumbling Blocks in Growing, Ch. 8, Baker Guiding Behavior of Young Children, Ch. 5, Leeper, et al Discipline and Spoiling, Ch. 7, Baker (Spock) (Gesell Institute)	Guiding Emotional Feelings, Ch. 15, Todd Meaning of Discipline, Ch. 14, Rudolph, Cohen Classroom Management, Ch. 15, Rudolph, Cohen Handling Feelings of Hostility and Aggression, Ch. 8, Read Defining and Maintaining Limits for Behavior, Ch. 9, Read	

CHILD DEVELOPMENT - KINDERGARTEN
1ST SEMESTER - 2ND NINE WEEKS

TIME	TOPICS	STUDENT REFERENCE	TEACHER REFERENCE	SUGGESTIONS
	I. Planning	Progressing Through the Year, Ch. 10, Foster & Headley The Work Period, Ch. 11, Foster & Headley Free-Time Activities Period, Ch. 12, Foster & Headley The School Program, Ch. 7, Leeper, et al Planning, Ch. 8, Leeper, et al We Learn Through Experience With Children, Ch. 5, Baker Children Learn Through Activities, Ch. 6, Baker	Audio-Visual Experience in the Kindergarten, Ch. 22, Foster & Headley	
	II. Language Arts	The Language Arts, Ch. 9, Leeper, et al Growth Through Language Arts Experiences and Activities, Ch. 10, Leeper, et al Library and Story Time, Ch. 13, Foster Language Arts, Ch. 18, Foster	Developing Verbal Communication, Ch. 11, Todd Stories, Ch. 8, Todd Scope and Variety of Language Expression, Ch. 9, Rudolph Exposure to Literature, Ch. 8, Rudolph Story and Music Time, Ch. 7, Leavitt Dramatic Play, Ch. 11, Read	

CHILD DEVELOPMENT - KINDERGARTEN
1ST SEMESTER - 2ND NINE WEEKS

IME	TOPICS	STUDENT REFERENCE	TEACHER REFERENCE	SUGGESTIONS
	III. Creative Arts	Singing Through the Day, Ch. 14, Foster	Through Creative Expression, Ch. 12, Read	
	A. Music	Rhythm and Music Appreciation, Ch. 15, Foster	Story and Music Time, Ch. 7, Leavitt	
	1. Songs 2. Rhythms	The Creative Arts: Art and Music, Ch. 17, Leeper, et al	Enjoying Musical Sounds, Ch. 14, Todd	
			Music and Rhythm in School Life, Ch. 11, Rudolph	
	B. Art	The Creative Arts: Art and Music, Ch. 17, Leeper, et al	Art, Ch. 8, Leavitt	
			Arts and Crafts, Ch. 13, Todd	
			The Importance of Art for All Children, Ch. 10, Rudolph	
	C. Physical Activities	Play Activities, Ch. 16, Leeper	The Meaning of Play in Children's Lives, Ch. 5, Rudolph	
	1. Play 2. Games 3. Block Building	Games in Kindergarten, Ch. 16, Foster	The Many Purposes of Block Building and Woodwork, Ch. 12, Rudolph	
			Problems and Pleasures of Outdoor Play, Ch. 13, Rudolph	
			Guiding Play and Physical Activity, Ch. 9, Leavitt	
			Physical Development, Ch. 7, Todd	

CHILD DEVELOPMENT - KINDERGARTEN
1ST SEMESTER - 2ND NINE WEEKS

TIME	TOPICS	STUDENT REFERENCE	TEACHER REFERENCE	SUGGESTIONS
	IV. Rest and Relaxation	*Relaxation and Rest*, Ch. 17, Foster		
	V. Math	*Mathematics*, Ch. 11, Leeper	*Exploring Time, Space, and Numbers*, Ch. 10, Todd	
	VI. Science	*Science and Social Studies*, Ch. 19, Foster	*Science Concepts*, Ch. 9, Todd	
		Here and Now of Kindergarten Science Program, Ch. 20, Foster	*Science Experiences for Children and Teachers*, Ch. 6, Rudolph *Science and Social Science*, Ch. 11, Leavitt	
		Science, Ch. 14, Leeper, et al		
	VII. Social Studies	*Social Studies*, Ch. 12, Leeper	*Health and Safety*, Ch. 6, Todd	
		Health and Safety, Ch. 15, Leeper	*Learning to Participate in the Culture*, Ch. 8, Todd	
		Moral and Spiritual Values, Ch. 13, Leeper		
		Science and Social Studies, Ch. 19, Foster		

CHILD DEVELOPMENT - KINDERGARTEN

(2ND SEMESTER)

CHILD DEVELOPMENT - KINDERGARTEN
2ND SEMESTER - 1ST NINE WEEKS

TIME	TOPICS	STUDENT REFERENCE	TEACHER REFERENCE	SUGGESTIONS
	I. Reproduction A. Male B. Female	Adolescence: Puberty and Identity, Ch. 7, Caldwell Adolescence: Reproduction, Ch. 8, Caldwell	Love and the Facts of Life, Duvall	Film- Reproduction, City Health Dept
	II. Prenatal Development and Birth	Adolescence: Reproduction, Ch. 8, Caldwell Preparing for the New Baby, Ch. 2, Brisbane The Baby's Arrival, Ch. 3, Brisbane Let's Talk About Babies, Ch. 2, Baker	Preparing for Childbirth, Goodrich Love and the Facts of Life, Duvall	Film- Be Good To Your Baby Before It Born, March of Dimes
	III. Toddlers	Children Who Are One and Two Years Old, Ch. 3, Baker Infancy, Ch. 5, Caldwell (Study reference)		
	IV. Pre-Schoolers	Children Who Are Three and Four Years Old, Ch. 4, Caldwell Childhood, Ch. 6, Caldwell		

CHILD DEVELOPMENT - KINDERGARTEN
2ND SEMESTER - 1ST NINE WEEKS

TIME	TOPICS	STUDENT REFERENCE	TEACHER REFERENCE	SUGGESTIONS
	V. Elementary Schoolers	*Growing Up In School and Community*, Ch. 10, Baker *Children Are Members of Families*, Ch. 11, Baker *Childhood*, Ch. 6, Caldwell		

CHILD DEVELOPMENT - KINDERGARTEN
2ND SEMESTER - 2ND NINE WEEKS

IME	TOPICS	STUDENT REFERENCE	TEACHER REFERENCE	SUGGESTIONS
	I. Personality Development (Birth-Grade School)			
	A. Physical Development			
	1. First Year	Brisbane - Ch. 4		
	2. One-Three	" - Ch. 7		
	3. Three-Six	" - Ch. 10		
	4. Six-Twelve	" - Ch. 13		
	5. Physical Handicaps	The Child Who Needs Special Attention, Ch. 22, Foster Working With Exceptional Children, Ch. 21, Leeper		
	B. Emotional and Social Development			
	1. First Year	Brisbane - Ch. 5		
	2. One-Three	" - Ch. 8		
	3. Three-Six	" - Ch. 11		
	4. Six-Twelve	" - Ch. 14		
	5. Emotional Handicaps	Foster - Ch. 22 Leeper - Ch. 21		

CHILD DEVELOPMENT - KINDERGARTEN
2ND SEMESTER - 2ND NINE WEEKS

IME	TOPICS	STUDENT REFERENCE	TEACHER REFERENCE	SUGGESTIONS
	C. Intellectual Development			
	1. First Year	Brisbane - Ch. 6		
	2. One-Three	" - Ch. 9		
	3. Three-Six	" - Ch. 12		
	4. Six-Twelve	" - Ch. 15		
	5. Intellectual Handicaps	Foster - Ch. 22 Leeper - Ch. 21		
	II. Independent Study Projects			

KINDERGARTEN

(ALL YEAR)

KINDERGARTEN
(1ST NINE WEEKS)

NOTES	DATES	TOPICS	ADDITIONAL INFORMATION
	August 28 - Sept. 1	Orientation (students)	Thursday and Friday (parent-child-teacher visits)
Sept. 4 (Labor Day)	Sept. 5 - 8	Orientation (children)	Tuesday - students only Wednesday - 1/2 children Thursday - 1/2 children Friday - all children
	Sept. 11 - 15	Home and Family	Filmstrip: "Sights and Sounds in the Home"
	Sept. 18 - 22	" "	
	Sept. 25 - 29	The Community	Filmstrip: "Sights and Sounds in the City" "Sights and Sounds in School"
	Oct. 2 - 6	" "	
	Oct. 9 - 13	The Farm	Filmstrip and record: "Sights and Sounds on the Farm"
	Oct. 16 - 20	"	
	Oct. 23 - 27	Woodland Animals	Supplementary unit plans: 1. Plants and animals in autumn 2. Autumn activities
End of 1st Nine Weeks			

KINDERGARTEN
(2ND NINE WEEKS)

NOTES	DATES	TOPICS	ADDITIONAL INFORMATION
	Oct. 30 - Nov. 3	Woodland Animals	Supplementary units: 1. Preparing for Halloween 2. The Halloween Party
	Nov. 6 - 10	Woodland Animals	
	Nov. 13 - 17	Early Times	
AEA Convention and Thanksgiving	Nov. 20 - 24	(no school)	
	Nov. 27 - Dec. 1	Transportation: 1. Land	
	Dec. 4 - 8	2. Water	
	Dec. 11 - 15	Seasons - Christmas	Supplementary units: 1. Getting ready for winter 2. Winter vacation
	Dec. 18 - 20	Christmas	
Christmas Vacation - Dec. 20-Jan. 2			
	Jan. 3 - 5 Jan. 8 - 12 Jan. 15 - 16	Transportation: 1. Air 2. Space	
Jan. 17, 18, 19 - Exams and teacher records			

KINDERGARTEN
(3RD NINE WEEKS)

NOTES	DATES	TOPICS	ADDITIONAL INFORMATION
	Jan. 22 - 26	Famous People	
	Jan. 29 - Feb. 2	" "	
	Feb. 5 - 9	Zoo Animals (A-C)	
	Feb. 12 - 16	" (D-G)	
	Feb. 19 - 23	" (H-J)	
	Feb. 26 - Mar. 2	" (K-O)	
	March 5 - 9	" (P-S)	
	March 12 - 16	" (T-W)	
	March 19 - 23	" (X-Z)	
Spring Vacation Mar. 26-30			Supplementary units: 1. Plants and animals in spring 2. Spring vacation

KINDERGARTEN
(4TH NINE WEEKS)

NOTES	DATES	TOPICS	ADDITIONAL INFORMATION
	April 2 - 6	Birds	
	April 9 - 13	"	
	April 16 - 19	"	
April 20 - Good Friday			
	April 23 - 27	Insects and Spiders	
	April 30 - May 4	" "	
	May 7 - 11	Sea Animals	
	May 14 - 18	"	Supplementary units: 1. Summer in the city 2. Summer activities
Senior Exams	May 21 - 25		
	May 28 - June 1		

KINDERGARTEN
(SPECIAL PROJECTS)

NOTES	DATES	TOPICS	ADDITIONAL INFORMATION
		Special Projects	Storytelling units: 1. Three Pigs 2. Three Billy Goats Gruff 3. Three Bears 4. Peter Rabbit 5. Gingerbread Boy

ADULT LIVING

(1ST SEMESTER)

ADULT LIVING
1ST SEMESTER - 1ST NINE WEEKS

TIME	TOPICS	REFERENCES	SUGGESTIONS
	I. What man values		
	A. Orientation	Craig, Introduction, Ch. 1	
	Definition of Adult Living		
	Autobiography; philosophy		
	What do you know? A-B-C-D	Landis, p. 48	
	Class roll		
	Fields of study		
	Overview		
	B. Values and goals	Westlake, p. 123	Tape recorder
	Word lists about values		Filmstrip and records:
	Filmstrips about values	Teachers' Guide--Relationships, Westlake, p. 82	"Values for Teenager (Pagan)
	Discussions		
	Value assignments		
	C. Theories of personality	Craig, Ch. 2	
	Six theories of personality		
	Man's basic needs		
	Check lists of personality traits		
	D. Spending money, time, energy	Craig, Ch. 17, Ch. 6	Free at banks:
	Owning a car (motorcycle)		Applications for checking accounts,
	Cost of living	Craig, Ch. 4	deposit slips, blank checks, signature
	Food		
	Clothes	Consumer Education, Appendix IV	amd statement forms, pass book
	Housing		
	Recreation	Legal documents	
	Buying with and using cash		
	Buying without cash	Craig, Ch. 19	
	Investment and security		
	E. Kindergarten observation and the learning environment	Consumer Education, p. 52	

ADULT LIVING
1ST SEMESTER - 2ND NINE WEEKS

TIME	TOPICS	REFERENCES	SUGGESTIONS
	II. How man develops: childhood		
	A. Stages of human development Trust Autonomy Initiative Industry Identity Intimacy Generativity Integrity	Crosby-Caldwell, Ch. 2 Craig, Ch. 2 Westlake, Chs. 2, 3 Landis, Ch. 1	
	B. The family life cycle Overview Family developmental tasks Family crisis Kinds of families	Craig, Ch. 10 Crosby-Caldwell, Ch. 3	
	Craig beginning family expanding family launching family contracting Crosby-Caldwell infancy childhood adolescence young adulthood young married w/o children young married with children full maturity late maturity	Brisbane, Chs. 1, 3, 5, 6, 8, 9 11, 12, 14, 15 Crosby-Caldwell, Ch. 6	
	C. Prenatal development and birth Conception Pregnancy Birth	Craig, Ch. 11 Brisbane, Chs. 2, 3 Caldwell, Ch. 8 Love and the Facts of Life, Duvall	Film: "Sex Education for School and Fami

ADULT LIVING
1ST SEMESTER - 2ND NINE WEEKS

TIME	TOPICS	REFERENCES	SUGGESTIONS
	D. Physical development: birth - school age	Craig, Ch. 12 Brisbane, Chs. 4, 7, 10, 13 Foster, Ch. 22	
	E. Emotional development	Brisbane, Chs. 5, 8, 11, 14 Foster, Ch. 22 Leeper, Ch. 21	
	F. Intellectual development	Brisbane, Chs. 6, 9, 12, 15 Foster, Ch. 22 Leeper, Ch. 21	
	G. Kindergarten observation: motor skills		

ADULT LIVING

(2ND SEMESTER)

ADULT LIVING
2ND SEMESTER - 1ST NINE WEEKS

TIME	TOPICS	REFERENCES	SUGGESTIONS
	III. How man develops: adolescent and adult		
	A. Puberty and identity Masculinity Femininity Identity, social, druggism	Craig, Ch. 3 Crosby-Caldwell, Ch. 7 Landis, Ch. 2	
	B. Reproduction Male reproductive system Female reproductive system Conception, fertility, childlessness family planning, abortion	Crosby-Caldwell, Ch. 8	Video tapes and speaker
	C. Sexual behavior Problems of dating: alcohol, drugs, petting Family standards Love or infatuation Sex and early marriage Premarital pregnancy--alternatives	Westlake, Chs. 28-31 Landis, Ch. 7 Crosby-Caldwell, Ch. 9 Readers' Digest Value Series	
	D. Young adulthood Standards of behavior Dating becomes mate selection Legal requirements for marriage Religious requirements for marriage Weddings The unmarried	Crosby-Caldwell, Ch. 10 Craig, Chs. 8, 9 Westlake, Chs. 16, 17, 18, 20-27	
	E. Young married before children Working wives Friends of each, of both In-laws Divorce, remarriage Money, housing	Crosby-Caldwell, Ch. 11 Landis, Ch. 10, 11, 12, 13, 14, 21, 22	

ADULT LIVING
2ND SEMESTER - 1ST NINE WEEKS

TIME	TOPICS	REFERENCES	SUGGESTIONS
	F. Young married with children Responsible procreation	Crosby-Caldwell, Ch. 12	
	Biological parents vs. nurturant parents Philosophies of child rearing Grandparents, housing, money, community activities	Landis, Ch. 16	
	G. Full maturity Preparation for retirement Menopause and climateric Children leaving home	Crosby-Caldwell, Ch. 13	
	H. Late maturity Retirement income, jobs, housing Loss of companion, funerals Health	Crosby-Caldwell, Ch. 14	
	I. Kindergarten observation: intellectual development		

ADULT LIVING
2ND SEMESTER - 2ND NINE WEEKS

TIME	TOPICS	REFERENCES	SUGGESTIONS
	IV. Where man works and lives		
	A. Self-evaluation Methods Skills, interests, abilities, limits, health	Crosby-Caldwell, Ch. 15 Craig, Ch. 1	
	B. Careers Applying for a job, letter, interview Choosing a job Working on a job Job requirement and salary scales On-the-job training Changing jobs	*Occupational Outlook Handbook*	U. S. Dept. of Labor: Pamphlets, statisti
	C. A place to live Choosing the home, site, plans, location Costs of housing Legal papers: leases, deeds, mortgages, insurance Changing family needs Architectural styles	Craig, Chs. 15, 18 Craig, *Homes With Character*, Chs. 1-10	
	D. Final report on kindergarten project		

APPENDIX B.

SCHEDULE FOR 1973 SAN ANTONIO SUMMER SEMINAR

SEMINAR FOR TEEN TEACHERS

Monday, June 11, 1973, 1:00 - 5:00 p.m.

I. How Children Grow and Develop: Birth to Five

  A. Specific growth patterns with emphasis on individual growth patterns (physical, mental, social, and emotional)

II. Roles of parents and teens as teachers of young children: Positive and negative influence on children

III. Kind of experiences children this age need: exploring, cognitive (puzzles and games), outdoor, water-play, etc. Simple, creative equipment often teaches most (use things at home to teach).

Have lab experience everyday. Have five babies come each day.

Tuesday, June 12, 1973, 1:00 - 5:00 p.m.

I. Children's Art

  1. Develop creativity, how to provide inexpensive items, out-of-door collections, collage, play dough, finger paint, potato cuts, sponge painting, science.

II. Children's Literature

  1. Selection, how to read, variety (books, comics, etc.), age-related, reading from child's selection, using public library facilities.

III. Music for Children

  1. Songs
  2. Finger games
  3. Records and cassettes
  4. Homemade instruments

Lab for one hour (possibly divide into groups. Use art only for lab). Let teens in that group teach others the techniques or rotate groups on 15 minute scale.

Do we want children this day? Will teens overpower?

Wednesday, June 13, 1973, 8:00 - 12:00 a.m.

Field Trip - Kriterion, A Montessori School, Inc.
611 W. Ashby Place
San Antonio, Texas 78212

Prior to June, teens will have had one experience observing a foster home, Headstart, kindergarten, nursery, etc.

Thursday, June 14, 1973, 1:00 - 5:00 p.m.

I. Sexuality

  A. Masculinity--Femininity in children
  B. Sex roles
    1. alternate life styles--facts

II. Health for Young Children

  A. Nutrition (film) and exhibit of Basic Four (size of servings for children, etc.)
  B. Innoculations and diseases of children (dysentary, hemophilia, measles, diptheria, chicken pox)
  C. Feeding young children
  D. Lice, impetigo, pin worms

Plan and prepare children's party.

Lab: cooking class; serve children's meal prepared and served by teens.

Refreshments and lab together--1 1/2 hours.

Friday, June 15, 1973, 8:30 a.m. - 12:30 p.m.

I. Teens--Self-Image, Cultural Influences

II. Teens-Future

- A. Careers in child development
- B. Parenthood as/and/or career
- C. College bound and opportunities

III. Panel of People in Child Development Careers

Foster Parent
Mrs. Cathy Carsey
Bexar County Child Welfare
203 W. Nueva
San Antonio, Texas 78207

Child Care Home
Truett Baker
Casework Supervisor
Buckner Baptist Benevolences
South Texas Region
Box 13398
San Antonio, Texas 78213

Preschool or Kindergarten Teacher
Mrs. Robin Bessman
Jack & Jill Playschool #3
300 Whitewood
San Antonio, Texas 78242

Social worker with preschool children
Mr. Charles Yates
Social Service Supervisor
935 Iowa St.
San Antonio, Texas 78203

Headstart Coordinator
Mrs. Mays
Pan American Headstart
143 N.W. 36th Street
San Antonio, Texas 78237

Jose Cardenas Early Childhood Education Center
Mrs. Teresa Dent
Director
3300 Ruiz Street
San Antonio, Texas 78228

Day Care Operator
Mike Massey, Owner
Rainbow Day Care Center
318 W. Sunset
San Antonio, Texas 78209

Aide . . Para-Professional
Mrs. Briseno
295 Moraima
San Antonio, Texas 78237

Lab: "This Is Your Life"
Baby pictures, school, and now
Interviews from teens themselves

APPENDIX C.

LESSON PLANS FOR SAN ANTONIO

SERIES IX LESSON I

Purpose: To help baby develop his physical cognative and language development.

Main Goal: To teach baby colors - a skill he will use later in school.

Review: Go over last weeks lesson. (First 15 minutes) Review one of the lessons on color or just review color in general to see if baby has learned color.

Introduce Lesson: Explain to baby what you are going to do and why. (5 minutes)

Next 20 minutes: Motor development. Give balloons to baby and stretch real good and wash if needed. Mention colors as you blow balloon. The baby is learning color as he is learning to hold and blow a balloon. (Two or three balloons of different). (You know your baby so pick your colors to what your baby knows).

Next 5 minutes: Have a break. Let baby rest or do what ever she wants.

Next 20 minutes: Let baby work with the Fit-a-Space. Ask baby to put the blue square in the yellow space or the yellow square in the yellow space. This will help the baby to use his cognative develop as well as his physical development. (Muscles that he needs to use for writing later).

Next 5 or 10 minutes: Give baby a break. If baby wants to continue working with this let her but if she is tired let her play with something constructive (New Nerf ball).

Next 20 minutes: Let baby play with the water colors. Give the baby a lot of room. Take newspapers so she won't get colors on the floor. Allow baby to express himself. Show her how to use the brush and mention colors. Draw things on paper or just let her draw out of her imagination. This will help the baby's physical development as well as express herself by painting and color.

> Bring back the paintings or ask their mothers to display them.

Next 5 minutes: Give baby a break. If she wants to continue to play with the colors let her for another while, but if she has lost her interest let her play with what she wants. Five to ten minutes for a baby is a lot of time.

Last 20 minutes: Cognative Development as well as vocabulary development. Read a book to your baby. Read a book very easy at first. Let your baby get used to the book and then read the book according to the babies age. What is this going to teach baby? Is this helping her for school? In what way?

SERIES IX LESSON II

Purpose: To help baby with his cognative physical and verbal development.

Main Goal: To teach baby shapes using different things.

Review Last Weeks Lesson: For the first 10-15 minutes of the home visit review with baby color. Test him to find out if the family has worked with him during the week. Suggest to the babies family from time to time to help baby during the week.

Introduce Lesson: For the next 5 minutes tell baby what you are going to do. Don't show her the things but talk to her and tell her; explain to her why we are going to teach her this today. This helps baby with her vocabulary. Even if baby is very little they like to be talked to.

Next 20 minutes: 1. Puzzle or Fit-a-shape. At this time you are teaching baby shapes. Use a puzzle or a fit-a-space. This time with your fit-a-space teach shape. Don't mention color but shapes. Even a puzzle has parts that have a shape of some kind. Babies learn to be aware of shapes that go or fit together with puzzles.

Break 5 minutes

Next 20 minutes: 2. Game with shapes. Shapes that look alike: Match the following. Some are very young; some are for older babies. Each teen teacher makes what they need for each of their babies. Matching two or three shapes for very young babies. For a little older babies they can use the round like a ball, round like a beet, round like an egg. For older babies use letters that look alike. Matching letters that are alike are a bit harder but some of our babies can do this. If you are not sure how much your baby knows start her with the simple ones and gradually build her up.

Next 20 minutes: 3. Work bench. This will develop the babies small muscles.(Physical development) Take your workbench and call each part by shape. Show him the shapes of the things that go to the bench.

Next 20 minutes: 4. Read a book on shapes for baby. Reading to baby is very important. This will help baby with his vocabulary.

Optional: Draw the babies shape on the brown paper. Some babies may not want to lay on the floor to be drawn but some will enjoy seeing what they look like.

What thing(s) will be left with the mother to teach that week. Be sure and explain to the mother why you are leaving that particular thing and what to do with it. Remember you are trying to teach the mothers too.

SERIES IX LESSON III

Purpose: To help baby learn to group things that go together.

Review: Color

Introduce:

Activity: Take objects and have the baby tell you or show you where they belong. Ex. 1. Toothbrush-let him take it to where it belongs or tell you where it belongs. 2. Ring-let baby show you where ring goes. 3. Cap-let baby show you where it goes. etc.

Break

Activity: Lotto Game. Show baby how to play the game correctly.

Break

Activity: Book: "Name of Book in Lesson Plan" (Associate one thing with another, for example: Here is one shoe, where is the other; here is mother and dad and baby, they belong together; clouds are in the sky.

Break

Activity: Group things that are alike. Get things from teaching kit, for example three things alike in color, three stacking rings red, blue, yellow; three cups red, blue, yellow; three eggs red, blue, yellow. Mix them up and ask baby to give you the ones that look alike to him. If he gives you the things alike in color or in shapes it is alright, they are learning to discriminate whether its by color or shape.

SERIES IX LESSON IV

Purpose: To help baby group things that go together; to help baby learn to associate one thing with another.

Review: Color

Introduce new lesson:

Activity: Take several objects and have your baby tell you what they are used for.

Example:
pen - write
shoe - walk
bed - sleep in
chair - sit

You want the baby to learn that each thing has its function; to associate an object to the use of that object.

Break

Activity: Lotto Game - Play a game or two. At the same time that you are playing associate function of the object with the object

Example:
fish - lives in water
chair - sit on
hoe - cut weeds
rack - pick up leaves

You want your baby to learn function of objects.

Break

Activity: "Book or Puzzle" read to your baby so that he will expand his vocabulary. Use associations here also.

Break

SERIES IX LESSON V

Purpose: To teach baby difference between big and little. (size)

Review: Last week's lesson

Introduce lesson for the day:
Activity: Egg, cups, show the baby the size. Show baby a big cup and then a little cup. Have baby give you the smallest.

Activity: Finger game, "Where is Thumpkin". explain to baby the finger names - Thumpkin, pointer, middle, ringer and pinky.

Activity: Book. Show size in things in book. A big door and a little door. Big people and little people.

Optional: Show size in feet and hands of big people and little children. Draw hands and show size.

SERIES IX LESSON VI

Sounds of Farm Animals and Birds

Purpose: To help baby make speech like sounds, to hear new sounds and to say new words.

1. Review: Last week's lesson

Introduce new lesson
2. Activity: Name the farm animals and make the sounds. Have baby imitate sounds. Have baby find animals when you imitate sounds. Cat, cow, horse, donkey, sheep and dog.

3. Activity: Name the birds and make the sound. Have baby imitate sounds. Have baby find birds when you imitate sounds. Owl, rooster, hen, duck and crow.

4. Book: Look for farm animals or birds and have baby make sounds.

Optional:
5. Activity: Get several objects that make sounds. Make the sound and have baby identify sounds.
Example: Bells, clap hands, snap fingers, drum on a can.

6. Activity: "Simon Says" game, play game. Have baby make a sound when you say "Simon Says clap your hands." Show baby that you stop when you say "Simon says stop", others stomp, jump, run, whistle, ring bell, and march. Also for older babies.
Vowel sounds
a
e
i
o
u

SERIES IX LESSON VII

Sounds of Motor Vehicles

Purpose: To help baby make speech like sounds, to hear new work and to say new words.

1. Review: Last week's lesson

Introduce new lesson:
2. Activity: Show the baby the vehicle and imitate sound of the vehicle. Have baby imitate the sound. Have baby point to the vehicle when you imitate sound; car, truck, ambulance, train, airplane.

3. Activity: Match the trucks on the left with the ones on the right. Do this also with the various other pictures that we have. Have baby pronounce the name of the vehicle and imitate the sound.

4. Book: "Point to vehicles and say sound they make." Also point out other things that make noise and imitate its sound.

5. "Old MacDonald"

6. ABC: Take one letter at a time and mention several things.
A is for apple, acorn, airplane
B is for book, boy, bird
C is for cat, call, chin, candle, crow

SERIES IX LESSON VIII

Purpose: To help the infant realize his mind, eyes, ears and body parts can work together to accomplish a task.

Physical development, cognitive development, sensory development (sight and hearing).

Review last week's lesson.

Tell your baby about this week's lesson.

Activity I. Bean Bag Throw

Equipment: Use a cardboard box, a dishpan, a large pot or pan for the 'catching' container. The younger the child, the larger the container should be. Make a square or rectangular bean bag (about 4-5") from an old blue jean leg, small tobacco sack or scraps of strong fabric. Sew one end, then place pinto beans, rice or oatmeal in the bag to add weight. Then sew up the open end.

Game: Place the container close enough to the baby that he can hit his target easily at first. Give the baby the bean bag. Show him how to use his eyes to throw the bean bag into the container. He can hear the bag hit or miss. His body (gross motor skills) helps him control his throws. As the baby hits the target or container, move the pan further away from where the baby is standing.

Break

Activity II.

Equipment: Piece of heavy string or yarn 60" long. Nerf ball or large sponge.

Game: Let the baby help you make a large circle on the floor or ground using the string. Then let the baby throw the ball or sponge into the circle. Move the baby further away from the circle as the task gets easier. Before you quit the game, tell him he has time to make five more throws, two more throws, one more throw, etc. (This gives him a cue that the activity is about to change, and that one task is nearly completed.)

Break

Activity III. Book: Read a story related to physical activities (bike riding, flying a kite, clapping hands, running, skipping, etc.)

Other Activities: Outdoor activities: (1) use an old tire to throw the bean bag or ball into or through, (2) let the baby run and jump into the string circle, (3) sing "Here We Go Around the Mulberry Bush" and do all the physical actions - "washing clothes, ironing, bake our bread, jump around, etc.)

SERIES IX LESSON IX

Purpose: To help the infants become aware of his mind, eyes, and body parts working together to accomplish a task.

Developmental phase - physical, cognitive, sensory.

Review last week's lesson.

Tell the baby about the lesson for this week.

Activity I:

Equipment: ABC blocks, colored blocks, wooden beads.

Game: Let the baby build three towers of different heights with wooden blocks and beads. After the towers are built and standing, tell the baby to jump over the towers - starting with the lowest tower and jumping the highest tower last.

Show the baby his right hand, then his left hand. Build a tower in front of his right hand, then a tower in front of his left hand. Ask him to put a wooden bead on the tower on the right side, then a bead on the tower on the left-hand side. If he can do this, change your instructions and reverse right and left.

Break

Activity II:

Equipment: Larger gripper snaps on a piece of fabric, large button and buttonhole sewn on fabric, zipper in fabric (may use old garments that have these.)

Game: Teach your baby to use his small muscles and to co-ordinate his eyes with his hand movements by:

A. Ask the baby to button and unbutton the button - buttonhole item after you show him how.

B. Ask the baby to snap and unsnap the two parts of the large gripper.

C. Ask the baby to zip and unzip the zipper closing after you show him how.

If the child has a button, gripper snap or zipper on his own clothes, show him how to operate them.

Your buttons, snaps, and zippers may be sewn on fabric, then attached to a strong piece of cardboard to make it easier for the baby to handle.

Break

Activity III: Book or Puzzle. Read a book on physical activities or introduce a new wooden puzzle to your baby. Puzzles provide for excellent motor skill and cognitive experiences.

Other Activities: (1) Pitch the nerf ball to the infant; (2) teach the baby to "hike" the nerf ball (throwing the ball between his legs uses different muscles); (3) hold the baby's hand and run with him (at his pace), then show him how to run and hop; (4) do simple exercises with the baby - raise both hands above the head, bend at the waist, raise one foot at a time, etc.

APPENDIX D.

LITTLE ROCK OBSERVATION SCHEDULES

MANUAL FOR
OBSERVATION AND PARTICIPATION IN KINDERGARTEN

FOCUS - PHYSICAL (MOTOR) SKILLS

- Compiled by -

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"THE IMPORTANCE OF PHYSICAL (MOTOR) SKILLS"

A young child's general physical development is important not only because it is related to how well he is developing, but also, through physical movement he expresses himself and learns about his world. Long before the development of language, he uses movement as a method of establishing contact and communication. He expresses his joy and acceptance as well as his anger and fear with frankness and openness through physical movement. As his vocabulary increases he combines both speech and "body language" to express feelings and thought. Likewise, he learns to "read" the feelings and attitudes of others through their movements.

As a child is learning about the world, he is also learning about himself. He learns that he can control his movements, make his body parts perform as he wishes, and also that he can control certain things in his environment. He can bounce a ball, catch, toss, throw, stack objects, align blocks, move chairs, etc. All of these "powers" help him to gain independence and develop a healthy self concept or good feeling about himself. It also helps him gain respect from other people.

In this developing process, he is growing larger, stronger, and more skillful. Growth in size is somewhat determined by heredity and physical care (nutrition and health care) but skills are learned through experiences. A child might have the size, strength, and coordination to toss a ball, but he would have to have the experience of tossing a ball in order to develop aim and accuracy. Some skills are developed by just offering the proper materials and opportunity to use them, while others need to be explained and demonstrated--or taught.

Adults need to be concerned about physical (motor) skill development because these skills help children to:

...develop general fitness

...improve their ability to think and reason

...improve their feelings about themselves

...develop their social skills

...gain acceptance by other children and adults

...provide constructive outlet for energy

...relieve stress and tension

...support and encourage verbal expression

...have another way of expressing feelings

Purpose of manual--

To focus on motor skill development of kindergarten children and to demonstrate some techniques, materials, and activities appropriate for the developmental level of the children.

Objectives--

1. To provide high school students the opportunity to explain and demonstrate a motor (gross) activity in such a way that a child can understand and perform as instructed.

2. To demonstrate through a variety of activities, such as:

   Hop-scotch game
   Jungle gym climbing
   Balance beam exercises
   Obstacle course game
   Bean bag toss

   how children can be helped to develop motor skills.

3. To provide an opportunity for high school students to observe and evaluate the motor skill performance of kindergarten children.

4. To provide an opportunity for high school students to learn by experience the relationship between motor (physical), social, emotional, and intellectual development.

Procedure--

1. Four to six high school students will work in one motor skill activity with about the same number of children.

2. High school students will explain and demonstrate the activity.

3. High school students will evaluate the activity by completing the evaluation form at the end of the activity plan.

4. Follow up the experience in Adult Living class by describing and discussing each activity and its merits in helping children to develop motor skills.

GUIDANCE HELPS IN MOTOR SKILLS

1. Establish a friendly relationship with the child or children before the activity begins. Call the child by name. Tell him your name. Talk to him in a normal tone of voice like you would talk to one of your teen-age friends.

2. Engage the child in conversation about the equipment to be used. Ask him questions such as "Tell me what you think about..." or "What can you do...?"

3. Get the child's attention by getting down on his eye level and talking directly to him. Tell him what he can do or will be doing in language that he can

understand. Avoid telling him what he "can't" do if possible, such as, "You can't play like that."

4. Show enthusiasm and excitement for playing by your behavior.

5. Explain or give directions that are clear and concise.

6. Demonstrate or show how to perform in a step at a time. "Move this arm and then this foot, like this..." Talk through as you are doing the activity.

7. Be alert to the safety of the children at all times.

8. Praise and encourage the child so he will feel successful (don't expect perfect performances. Some children will not be able to do everything and will need lots of encouragement for what they can do). Say "That is fine" - "Very good" - "I like that" - "You are improving" - "That is better" or whatever is appropriate for the occasion.

9. Avoid teasing or over stimulating the children.

10. Make the activity as informal and relaxed as you can so you and the children will enjoy the time together.

SCHEDULE FOR WEEK

1st day: Introduce manual
  a. Importance of motor skill development
  b. Activity assignments
  c. Prepare for activity

2nd day: High school-kindergarten students interaction through activities.
  High school students observation recorded at end of activity.

3rd day: Summation activities
  a. Slides of motor skills activities
  b. Class discussion

NAME ______________________________ DATE ____________________

ACTIVITY: Elaborated forms of movement.

OBJECTIVE: The high school teacher will explain and demonstrate the game of hop-scotch and the child will perform as instructed.

MATERIALS: Taped hop-scotch form and bean bag.

PROCEDURE:

1. High school teacher explains rules for hop-scotch.
2. High school teacher will demonstrate hopping through form.
3. Each child will play in turn hopping through the form.
4. High school teacher demonstrates how to hop, turn, and return to starting point.
5. Child will hop, turn, and return to starting point.
6. High school teacher demonstrates how to play the game by tossing bean bag forward into a square and hopping to point, picking it up and completing the game.
7. Child will play the game with the bean bag.

EVALUATION:

1. Which children were able to hop? ____________________

2. Which children were able to turn? ____________________

3. Which children were able to hop, turn, and pick up bean bag?

4. Describe differences in the children's abilities to perform physically. ____________________

5. How did thinking and reasoning help or hinder in performance of this motor activity? ____________________

5. Describe the various ways that children showed imagination in additional stunts. ____________________

____

____

____

____

NAME ______________________________ DATE ____________________

ACTIVITY: Strength and agility.

OBJECTIVE: High school teacher will explain and show, if necessary, various stunts that involve strength and coordination of arms and legs by having the children perform "stunts" on the indoor jungle gym climber.

MATERIALS: Indoor climber.

PROCEDURE:

1. The high school teacher will explain and show how to climb over and down the climber.
2. Each child then will climb over and down.
3. The high school teacher will explain and show how to walk across from underneath the climber using the hands (hand walk).
4. Each child will walk across from underneath.
5. The high school teacher will explain and show how to hang upside down holding on by knees.
6. Each child will hang upside down.
7. The high school teacher will ask each child to go from one end of the climber to the other end using any way the child wants to use.
8. Each child will go from one end to the other.
9. Each child will perform a favorite "trick."

EVALUATION:

1. Which children were able to climb over and down the climber with ease? ______________________________

____

____

2. Which children were able to walk across from underneath?

____

____

____

3. Which children were able to hang upside down?

____

____

____

4. How secure and safe did the children appear to feel while doing these stunts? ______________________________

____

(see other side)

NAME ______________________ **DATE** ______________

ACTIVITY: Balance

OBJECTIVE: The high school teacher will explain and demonstrate how to walk forward, backward, and sideways on the balance beam and the child will perform as instructed.

MATERIALS: Balance beam.

PROCEDURE:

1. The high school teacher explains and demonstrates how to walk forward on the beam.
2. Each child in turn will walk forward on the beam.
3. High school teacher explains and demonstrates how to walk backward on beam.
4. Each child in turn will walk backwards on beam.
5. High school teacher explains and demonstrates how to walk sideways on beam.
6. Each child in turn will walk sideways on beam.

EVALUATION:

1. Which children were able to walk forward? ______________

____

____

2. Which children were able to walk backward? ______________

____

____

3. Which children were able to walk sideways? ______________

____

____

4. Describe differences in the children's abilities to perform physically. ______________

____

____

5. How did thinking and reasoning help or hinder in performance of this motor activity? ______________

____

____

NAME ______________________________ DATE ____________________

ACTIVITY: Path following and body control.

OBJECTIVE: High school teacher will explain and negotiate an obstacle course and child will perform as instructed.

MATERIALS: Folding table, desks, tunnel, benches.

PROCEDURE:

1. First time through obstacle course, the child follows high school teacher:

   Goes under low table, stands up, goes around two desks, crawls through tunnel, climbs over benches, walks between rows of desks, crawls back under original table.

2. Second time through, the teacher gives verbal instructions to the child.

3. Third time through, the teacher starts the child and instructs the child to say "I am going under the table, around the desk..."

EVALUATION:

1. Which children were able to follow the teacher through the maze?

   ____

   ____

   ____

2. Which children were able to follow the directions and go through the maze? ______________________________

   ____

   ____

3. Which children were able to go through the maze and say what they were doing at the same time? ______________________________

   ____

   ____

4. Did you observe any differences in children's ability to go through the maze? ______________________________

   ____

   ____

NAME ______________________________ DATE ____________________

ACTIVITY: Aim and accuracy.

OBJECTIVE: The high school teacher will explain and demonstrate how to aim and throw bean bags at large box and small box and the child will perform as instructed.

MATERIALS: One small box, one large box, and bean bags.

PROCEDURE:

1. High school teacher explains and demonstrates how to aim and throw at large box (six feet away).
2. Each child in turn aims and throws at large box.
3. High school teacher explains and demonstrates how to aim and throw at small box.
4. Each child in turn aims and throws at small box.
5. Move boxes farther away and repeat (after all have been successful at shorter distance).

EVALUATION:

1. Which children aimed and threw bean bag into large box?

   ____

   ____

2. Which children aimed and threw bean bag into small box?

   ____

   ____

3. Describe differences in the children's ability to perform physically.

   ____

   ____

   ____

4. How do thinking and reasoning help or hinder in performance of this activity? ______________________________

   ____

   ____

   ____

FOLLOW-UP DISCUSSION

1. What physical (gross motor) skill was involved in the climber, maze, hopscotch, balance beam, and bean bag toss activity?

2. What other skills besides physical ones were involved in each activity?

3. How do the "growth laws" apply to these gross motor skills:
    a. Growth proceeds from head to foot
    b. Growth is from near to far
    c. Growth is from simple to complex
    d. Growth is continuous and orderly

4. What would you do for the child who could not perform a motor skill?

5. What higher level skills should the child be able to learn after these?

6. What are fine motor skills?

7. How do gross and fine motor development contribute to later reading and writing?

MANUAL FOR
OBSERVATION AND PARTICIPATION IN KINDERGARTEN

FOCUS - INTELLECTUAL DEVELOPMENT

Compiled by

Betty Pagan
Diane Barksdale

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SCHEDULE FOR WEEK

MONDAY: Introduce observation using:

1. Manual
2. Listening and Talking With Children

Make room assignments for observation following day.

TUESDAY: Students observe and record teacher demonstration.

WEDNESDAY: Pairs of students prepare lesson plan to present to one child the next day.

THURSDAY: Students and children interact.

FRIDAY: Summation of week's efforts.

Learning How to Learn

The early years of life is the period in the life cycle when development is more rapid and obvious than at any other period of life. It is the time for laying a foundation for later development and well being. This is especially true in the area of the developing intellect. Early childhood is often referred to as the "learning how to learn" period that supports the individual for the rest of his life in the pursuit of knowledge and its use.

Some of the "learning how to learn" tools are:

A. Focusing and attending

The child must focus his attention on what is said, shown, or is being done and learn to block out distracting sights, sounds, or movements long enough to gain information that he can act upon.

B. Language

Language development is one of the most vital tools because it is necessary for later reading and for communication in general. Not only must a child learn to express himself through speaking, but he must receive and interpret the spoken language of others. Both receptive and spoken language are learned through experiences with people. The language used by others should be geared to what he already knows and also contain new words that will help him expand his own vocabulary and have an understanding of how and when to use the newly-learned words.

C. Concept formation

Concepts are thoughts or notions conceived in the mind from past experiences. A concept is abstract as opposed to something concrete (that can be felt, seen, tasted, smelled, or heard), but it is present in the mind as the result of some sensory experience. The mind grows as the result of a substitution of a more mature concept for a less mature one and by the integration of less mature ideas into complex and more abstract conceptions. When teaching a child a new concept, it is helpful to recall or review previously-learned concepts so substitution and integration will be easier. By doing this we find out what he is ready to learn and have a better "match of child and task" so learning is a mixture of old information and enough that is new to make learning exciting.

D. Thinking and reasoning

Reasoning involves a number of behaviors which include the power of comprehending, inferring, and thinking in an orderly, rational way. This may be done by trial and error--that is, finding out by trying or by learning a system for looking for relationships and analyzing the parts. Anticipating what will happen next and forming judgements are important in reasoning. As children mature, and after many experiences with materials and people, their ability to reason increases.

E. Remembering

Memory is developed by practice in recalling what has happened or what they have already learned and relating it to what is happening now. The order or sequence of events such as "what happened first...next...last" is good practice in retaining information. Review before and recall, or summarize, after a learning episode will help a child remember.

F. Imagination and curiosity

Imagination and curiosity can both be encouraged by the adult who "allows" or encourages the child to be imaginative and to wonder. Open-ended questions such as "what will happen if..." or "can you find out..." will stimulate a child to try solutions he had not thought about. The responses of the adult working with a child can motivate his learning by informing him when he is correct, giving him cues and praising his efforts. "Good," "correct," "very good," etc. make a child try harder and enjoy the learning process.

Intelligence per se in childhood is not as easy to observe as motor (physical) development, or as social interactions that give us an idea of his social development and emotional status. In fact, intellectual development is so interwoven with all of the other components of development that it is often difficult to say that a response is intellectual, motor, social, or emotional. Most responses involve intellectual abilities. Intellectual responses are often expressed motorally because a child has not developed speech that is adequate to express his thoughts. All development is proceeding from simple to complex behavior and usually in an orderly fashion but an enriched environment excellerates the developing process.

As you observe a child or children in a learning experience, or as they interact with materials (toys, books, blocks, puzzles, etc.), listen to what he is saying, watch his movements and try to see evidence of how he focuses his attention, the length of time he stays interested, signs of understanding directions, rules and explanations to solve problems, predict outcomes, and combine small concepts into larger ones and then to generalizations. The final evidence of learning is whether he can recall facts, sequences, and concepts and then transfer this information to another time, with other people, in another place for practical use.

Purpose and Plan of Manual

PURPOSE:

To focus on individual development of children in the kindergarten and to demonstrate some interactions between adults and children, as well as materials that are appropriate, that enhance the process of learning.

OBJECTIVE FOR OBSERVATION:

1. To demonstrate the interactions between a teacher and children in a learning activity.

2. To provide high school students the opportunity to interact with children in a teaching-learning activity.

PROCEDURE:

1. Demonstration of a teaching-learning activity.

2. Observation of a teacher demonstration by high school students.

3. Learning activity planned by two high school students for a child in kindergarten that would help the child learn a new concept and would provide a teaching experience for high school students.

4. Evaluation of activity.

Lesson Plan 1

GENERAL OBJECTIVE:

To demonstrate some interactions between a teacher and a small group (4-5) of children in a learning activity that would contribute to intellectual development of the children.

To demonstrate the use of concrete, manipulative materials that will enhance learning.

BEHAVIORAL OBJECTIVE:

After reviewing numerals in the sequence of 1, 2, 3, 4, 5, etc., the child will place the numerals in proper order when they are given to him mixed and will arrange the number of objects beside the numeral it represents.

MATERIALS:

Felt board, felt numerals, felt shapes, paper, pencils.

PROCEDURE:

1. Review numerals and their names by putting them on board from 1-10 and saying name as they are placed.

2. Mix the numerals and have a child put them in proper order.

3. Have another child read numerals left to right.

4. Play game of "What Comes Next" by placing numerals on felt board and having child tell you what comes next.

5. Arrange numerals vertically on left and have the children put the number of objects that corresponds to the numeral to the right of the numeral.

6. Remove all numerals. Place sets of objects horizontally and have children count and match with appropriate numeral.

7. After writing numerals 1-10 vertically on paper, instruct child to draw one circle by the numeral 1, two by the 2, etc.

8. Review with children what they have done.

EVALUATION: (teacher and high school students)

1. Which children met the behavioral objective of the lesson?

2. Was the lesson appropriate for the children (not too easy, not too hard)?

3. What evidence was there that the children had learned something that they did not know before today?

Lesson Plan 2

GENERAL OBJECTIVE:

To demonstrate some interactions between a teacher and a small group (4-5) of children in a learning activity that would contribute to intellectual development of the children.

To demonstrate the use of concrete, manipulative materials that will enhance learning.

BEHAVIORAL OBJECTIVE:

After reviewing numerals in the sequence of 1, 2, 3, 4, 5, etc., the child will place the numerals in proper order when they are given to him mixed and will arrange a set of objects by the numeral it represents.

MATERIALS:

Felt board, felt numerals, cubical counting blocks, paper, pencils.

PROCEDURE:

1. Review numerals and their names by putting them on board from 1-10 and saying name as they are placed.

2. Mix the numerals and have a child put them in proper order.

3. Have another child read numerals left to right.

4. Play game of "What Comes Next" by placing numerals on felt board and having a child tell you what comes next.

5. Give each child a different numeral and ask him to make a set of that many blocks.

6. Have child tell name of numeral and count his blocks for you.

7. Repeat several times with different numerals.

8. After writing numerals 1-10 vertically on paper, instruct the child to draw one circle by the numeral 1, two by 2, etc.

9. Review with children what they have done.

EVALUATION: (teacher and high school students)

1. Which children met the behavioral objective of the lesson?

2. Was the lesson appropriate for the children (not too easy, not too hard)?

3. What evidence was there that the children had learned something that they did not know before today?

Lesson Plan 3

GENERAL OBJECTIVE:

To demonstrate some interactions between a teacher and a small group (4-5) of children in a learning activity that would contribute to intellectual development of the children.

To demonstrate the use of concrete, manipulative materials that will enhance learning.

BEHAVIORAL OBJECTIVE:

After reviewing numerals in the sequence of 1, 2, 3, 4, 5, etc., the child will place the numerals in proper order when they are given to him mixed and will arrange a set of objects by the numeral it represents.

MATERIALS:

Felt board, felt numerals, pegs and peg boards, paper, pencils.

PROCEDURE:

1. Review numerals and their names by putting them on board from 1-10 and saying name as they are placed.

2. Mix the numerals and have a child put them in proper order.

3. Have another child read numerals left to right.

4. Play game of "What Comes Next" by placing numerals on felt board and having a child tell you what comes next.

5. Give children numerals and have them place that many pegs on top row.

6. Have child name the numeral and count the pegs for you.

7. After writing numerals 1-10 vertically on paper, instruct the child to draw one circle by the numeral 1, two by 2, etc.

8. Review with children what they have done.

EVALUATION: (teacher and high school students)

1. Which children met the behavioral objectives of the lesson?

2. Was the lesson appropriate for the children (not too easy, not too hard)?

3. What evidence was there that the children had learned something that they did not know before today?

Observation Outline

I. Getting attention

Techniques the teacher used to gain attention

1. Touch
2. Insure child's seeing and hearing
3. Get on same eye level with child
4. Gain and maintain eye contact
5. Set "expectant" tone by enthusiasm for lesson
6. Call names
7. Inform child about lesson or material
8. Tone of voice
9. Gestures
10. Through materials

List the techniques used with a child whose attention span is short and how the child reacted:

List the techniques used with a child whose attention span is longer and how the child reacted:

II. What did the teacher say that informed, or introduced, the children to the lesson and what they would learn?

III. How did the teacher review what the children have learned in the past that set the stage for today's lesson?

IV. Describe the order in which the teacher presents steps and materials in small bits and pieces to build from a simple idea to a more complex one:

V. What cues, language, and/or actions did the teacher use to help the children in learning?

VI. How did the teacher provide feedback (inform them about correctness or incorrectness of their response)?

VII. What behavior did you observe in the children that indicated that they did or did not meet the objectives in the lesson?

Student's Plan for Teaching

GENERAL OBJECTIVE:

To plan an activity, using concrete materials and a method of presentation that would provide a learning opportunity for a child.

BEHAVIORAL OBJECTIVE:

MATERIALS:

PROCEDURE:

Evaluation of Student Teaching Activity

1. Which children met the behavioral objective of your lesson?

2. Was the lesson appropriate for the children (not too hard, not too easy)?

3. What evidence was there that the children had learned something that they did not know before today?

4. What did you learn and how did you feel as you interacted with the child in this activity?

APPENDIX E.

DATA COLLECTION INSTRUMENTS

Instrument A
Teen Personal Data Form

1. Name

2. Address

3. Age Years Months

4. Sex

5. Ethnicity

6. Number of brothers Sisters

7. Age of each brother and sister:

8. Average in school

9. Has teen worked prior to this time? Yes No

If so, in what capacity?

10. Highest grade in school completed by mother

11. Highest grade in school completed by father

12. Mother's occupation

13. Father's occupation

Teacher

Type of student

Instrument B
PARI

Name

Read each of the statements below and then rate them as follows:

A	a	d	D
Strongly agree	Mildly agree	Mildly disagree	Strongly disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" is you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important that all questions be answered. Many of the statements will seem alike but all are necessary to show slight differences of opinion.

		Agree		Disagree	
		A	a	d	D
1.	Children should be allowed to disagree with their parents if they feel their own ideas are better.	4	3	2	1
2.	Some children are just so bad they must be taught to fear adults for their own good.	4	3	2	1
3.	Children should realize how much parents have to give up for them.	4	3	2	1
4.	A child will be grateful later on for strict training.	4	3	2	1
5.	Children will get on any woman's nerves if she has to be with them all day.	4	3	2	1
6.	It's best for the child if he never gets started wondering whether his mother's views are right.	4	3	2	1
7.	More parents should teach their children to have unquestioning loyalty to them.	4	3	2	1

		Agree		Disagree	
		A	a	d	D
8.	If a mother doesn't go ahead and make the rules for the home the children and husband will get into trouble they don't need to.	4	3	2	1
9.	Most children are toilet trained by 15 months of age.	4	3	2	1
10.	Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	4	3	2	1
11.	It is frequently necessary to drive the mischief out of a child before he will behave.	4	3	2	1
12.	A mother must expect to give up her own happiness for that of her child.	4	3	2	1
13.	Strict discipline develops a fine, strong character.	4	3	2	1
14.	Mothers very often feel that they can't stand their children a moment longer.	4	3	2	1
15.	A parent should never be made to look wrong in a child's eyes.	4	3	2	1
16.	The child should be taught to revere (honor) his parents above all other grown-ups.	4	3	2	1
17.	It is very important that young boys and girls not be allowed to see each other completely undressed.	4	3	2	1
18.	Children and husbands do better when the mother is strong enough to settle most of the problems.	4	3	2	1
19.	The sooner a child learns to walk the better he's trained.	4	3	2	1

		Agree		Disagree	
		A	a	d	D
20.	A child has a right to his own point of view and ought to be able to express it.	4	3	2	1
21.	A wise parent will teach a child early just who is boss.	4	3	2	1
22.	Few women get the gratitude they deserve for all they have done for their children.	4	3	2	1
23.	Children who are held to firm rules grow up to be the best adults.	4	3	2	1
24	It's a rare mother who can be sweet and even tempered with her children all day.	4	3	2	1
25.	Children should never learn things outside the home which make them doubt their parent's ideas.	4	3	2	1
26.	A child soon learns that there is no greater wisdom than that of his parents.	4	3	2	1
27.	Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	4	3	2	1
28.	A mother has to do the planning because she is the one who knows what's going on in the home.	4	3	2	1
29.	The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.	4	3	2	1
30.	A wise woman will do anything to avoid being by herself before and after a new baby.	4	3	2	1
31.	A child's ideas should be seriously considered in making family decisions.	4	3	2	1
32.	Children need some of the natural meanness taken out of them.	4	3	2	1

		Agree		Disagree	
		A	a	d	D
33.	Children should be more considerate of their mothers since their mothers suffer so much for them.	4	3	2	1
34.	Most children should have more discipline than they get.	4	3	2	1
35.	Raising children is a nerve wracking job.	4	3	2	1
36.	Parents deserve the highest esteem and regard of their children.	4	3	2	1
37.	If a child has upset feelings it is best to leave him alone and not make it look serious.	4	3	2	1
38.	Sex is one of the greatest problems to be contended with in children.	4	3	2	1
39.	The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.	4	3	2	1
40.	A mother should make an effort to get her child toilet trained at the earliest possible time.	4	3	2	1
41.	When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	4	3	2	1
42.	It is sometimes necessary for parents to break the child's will.	4	3	2	1
43.	Mothers sacrifice almost all of their own fun for their children.	4	3	2	1
44.	Children are actually happier under strict training.	4	3	2	1
45.	It's natural for a mother to "blow her top" when children are selfish and demanding.	4	3	2	1
46.	There is nothing worse than letting a child hear criticisms of his mother.	4	3	2	1

		Agree		Disagree	
		A	a	d	D
47.	Loyalty to parents comes before anything else.	4	3	2	1
48.	A young mother feels "held down" because there are lots of things she wants to do while she is young.	4	3	2	1
49.	The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	4	3	2	1
50.	A married woman knows that she will have to take the lead in family matters.	4	3	2	1
51.	A child should be weaned away from the bottle or breast as soon as possible.	4	3	2	1

Thank you.

Instrument B-2

Student name *Age* *Date*

City *Grade*

Sex

How People Think About Themselves

The following statements are concerned with some of the ways people think about themselves. We are interested in how you feel about yourself, sc there are no right or wrong answers to any of the items. Please check the category that you feel most closely describes your feelings about yourself. You may Strongly agree, Agree, Disagree, or Strongly Disagree with each item. This is not a test on which you will be graded or judged, so be free to indicate your true feelings.

1. I feel that I am a person of worth, at least on an equal plane with others.

1______Strongly agree
2______Agree
3______Disagree
4______Strongly disagree

2. I feel that I have a number of good qualities.

1______Strongly agree
2______Agree
3______Disagree
4______Strongly disagree

3. All in all, I am inclined to feel that I am a failure.

1______Strongly agree
2______Agree
3______Disagree
4______Strongly disagree

4. I am able to do things as well as most other people.

1______Strongly agree
2______Agree
3______Disagree
4______Strongly disagree

5. I feel I do not have much to be proud of.

1______Strongly agree
2______Agree
3______Disagree
4______Strongly disagree

6. I take a positive attitude toward myself.

1______Strongly agree
2______Agree
3______Disagree
4______Strongly disagree

7. On the whole, I am satisfied with myself.

1______Strongly agree
2______Agree
3______Disagree
4______Strongly disagree

8. I wish I could have more respect for myself.

1______Strongly agree
2______Agree
3______Disagree
4______Strongly disagree

9. I certainly feel useless at times.

1______Strongly agree
2______Agree
3______Disagree
4______Strongly disagree

10. At times I think I am no good at all.

1______Strongly agree
2______Agree
3______Disagree
4______Strongly disagree

Instrument B-3

How People Think About Other People

The following statements are concerned with some of the ways people think about others. We are interested in how you feel about other people in general, so there are no right or wrong answers to any of the items. There are five possible answers* to each statement: from Almost always (1) to very rarely (5). You may select any point between these two responses that best indicates how you feel. Please circle the number that is closest to your feeling about other people. This is not a test on which you will be graded or judged, so be free to indicate your true feelings.

		Almost always			Very rarely	
1.	People are too easily led.	1	2	3	4	5
2.	I like people I get to know.	1	2	3	4	5
3.	People these days have pretty low moral standards.	1	2	3	4	5
4.	Most people are pretty smug about themselves, never really facing their bad points.	1	2	3	4	5
5.	I can be comfortable with nearly all kinds of people.	1	2	3	4	5
6.	All people can talk about these days, it seems, is movies, TV, and foolishness like that.	1	2	3	4	5
7.	People get ahead by using "pull," and not because of what they know.	1	2	3	4	5
8.	If you once start doing favors for people, they'll just walk all over you.	1	2	3	4	5
9.	People are too self-centered.	1	2	3	4	5
10.	People are always dissatisfied and hunting for something new.	1	2	3	4	5
11.	With many people you don't know how you stand.	1	2	3	4	5
12.	You've probably got to hurt someone if you're going to make something of yourself.	1	2	3	4	5

		Almost always			Very rarely	
13.	People really need a strong, smart leader.	1	2	3	4	5
14.	I enjoy myself most when I am alone, away from people.	1	2	3	4	5
15.	I wish people would be more honest with you.	1	2	3	4	5
16.	I enjoy going with a crowd.	1	2	3	4	5
17.	In my experience, people are pretty stubborn and unreasonable.	1	2	3	4	5
18.	I can enjoy being with people whose values are very different from mine.	1	2	3	4	5
19.	Everybody tries to be nice.	1	2	3	4	5
20.	The average person is not very well satisfied with himself.	1	2	3	4	5
21.	People are quite critical of me.	1	2	3	4	5
22.	I feel "left out," as if people don't want me around.	1	2	3	4	5
23.	People seem to respect my opinion about things.	1	2	3	4	5
24.	People seem to like me.	1	2	3	4	5
25.	Most people seem to understand how I feel about things.	1	2	3	4	5

Name

Address

Instrument C
Knowledge of Child Development Concepts Questionnaire

1. How is a baby conceived?

2. Name three basic needs of an infant.

3. Describe three emotions or expressions which can easily be observed in infants.

4. Does an infant have the ability to learn? If so, give example.

5. What are some of the materials/toys which are appropriate for infants?

6. Give some indicators for measuring progress in physical growth during the first year of life.

7. What can parents do to help infants feel secure?

8. What are the general age ranges when children begin the following common behaviors:

   sit up
   stand
   talk
   walk
   jump
   skip
   dress himself
   button coat

9. Do all children do these things at the same time? Yes ___ No ___. Please discuss.

10. At what age do you think children are ready to begin toilet training?

11. How do young children tend to express themselves?

12. Describe briefly what a two year old is like in behavior and skills?

13. Describe briefly what a three year old is like in behavior and skills?

14. Describe briefly what a four year old is like in behavior and skills?

15. Describe briefly what a five year old is like in behavior and skills?

16. What are some of the ways in which young children learn?

17. Would you give a pencil to a two year-old to work with? Yes_____ No_____ Explain:

18. Is it "normal" for a child to want to be by himself sometimes? Yes____ No ____ Explain:

19. What are some of the reasons why it is important to observe children at play?

20. Are schedules important for young children? Yes_____ No ______
Explain:

21. Would you have any questions about a three year old child who did everything you told him to do?

22. Should children ever be given choices to make? Yes_____ No _____.
If so, why? If not, why not? Give an example.

23. If a child begins screaming for no apparent reason, what would you do?

24. If you observe a child hitting another child in a group for whom you are responsible, what would you do?

25. What are some of the observations you should make in beginning to understand a particular child?

26. Give examples of areas to observe fine motor coordination.

27. Give examples of areas to observe gross motor coordination.

28. Give some indicators for assessing social development in the preschool child.

29. List four activities which help three year olds in the development of coordination.

30. Is it important for young children to have relationships with other children in their general age group?

31. What does self-image mean?

32. Give examples of things you could do with children which might promote a good self-image?

33. Can you give examples of using a positive approach in discipline with a child?

34. Can you give examples of using a negative approach in discipline with a child?

Instrument D
September Teen Interview Schedule

Name

Age

City

Sex

School Classification

Length of time in program

Why are you taking this class?

Do you feel you will enjoy the program? Yes ___ No ___
Why? -

Do you feel you will learn from the program? Yes ___ No ___
If yes, what do you think you will learn?
Why?

What do you plan to do the year after you graduate from high school?

What occupation or job do you plan to pursue?

Do you enjoy working with children? Yes ___ No ___

If yes, what age children do you enjoy most?

What is a good child? Describe.

What is a bad child? Describe.

Do you plan to marry? Yes ___ No ___. If so, when? If not, why?

How many children do you plan to have?

At what age do you plan to begin your family?

What kind of parent do you expect to be? Rate yourself on scale from 0 to 5 with 0 being bad and 5 being good. (Circle the number.)

0 1 2 3 4 5

How much do you know about child development? Answer as in above question. Circle a number.

0 1 2 3 4 5

Would you consider yourself mature? Yes ___ No ___

Would others consider you mature? Yes ___ No ___

Would you consider yourself responsible? Yes ___ No ___

On a scale of 0 to 5 what is your relationship with your: 0=bad, 5=good. Circle a number.

a.	mother	0	1	2	3	4	5
b.	father	0	1	2	3	4	5
c.	teachers	0	1	2	3	4	5
d.	friends	0	1	2	3	4	5
e.	brothers and sisters	0	1	2	3	4	5
f.	self	0	1	2	3	4	5

Define: Caretaking

Define: Nurturing

List the careers you know about in child-related fields.
1.
2.
3.
4.
etc.

Would you like to pursue a career in child development, or some field involving children? Yes ___ No ___ What field?
Why?

Instrument E
May Teen Interview Schedule

Name Age

City Sex

School Classification Length of time in program

Why did you participate in this program?

Have you enjoyed the program? Yes ___ No ___ What?
Why?

Have you learned from the program? Yes ___ No ___

If yes, what have you learned?
Why?

What do you plan to do the year after you graduate from high school?

What occupation or job do you plan to pursue?

Do you enjoy working with children? Yes ___ No ___

If yes, what age children do you enjoy most?
What is a good child? Describe.

What is a bad child? Describe.

Do you plan to marry? Yes ___ No ___
If so, when? If not, why?

How many children do you plan to have?

At what age do you plan to begin your family?

What kind of parent do you expect to be? Rate yourself on scale from 0 to 5 with 0 being bad and 5 being good. (Circle the number.)

0 1 2 3 4 5

How much do you know about child development? (Answer as in above question) Circle a number.

0 1 2 3 4 5

Would you consider yourself mature? Yes ___ No ___

Would others consider you mature? Yes ___ No ___

Would you consider yourself responsible? Yes ___ No ___

Would others consider you responsible? Yes ___ No ___

On a scale of 0 to 5 what is your relationship with your: 0=bad; 5=good Circle a number.

a. mother 0 1 2 3 4 5
b. father 0 1 2 3 4 5
c. teachers 0 1 2 3 4 5
d. friends 0 1 2 3 4 5
e. brothers and sisters 0 1 2 3 4 5
f. self 0 1 2 3 4 5

Define: caretaking

nurturing

List the careers you know about in child-related fields.

1.
2.
3.
4.
etc.

Would you like to pursue a career in child development, or some field involving children? Yes ___ No ___ What field? Why?

Program Assessment

Do you feel that your participation in Project ACT will help you to be a better parent? Yes ___ No ___ Explain.

What was/is the strongest aspect of the project?

What was/is the weakest aspect of the project?

If you could make a change in Project ACT what would that change be? Why would you make this change.

Has Project ACT made you more aware of what parenthood is all about, i.e., responsibility, etc. Yes ___ No ___ Explain.

Has Project ACT made you more understanding of:

a. your siblings; Yes ___ No ___ Explain

b. your parents; Yes ___ No ___ Explain.

c. yourself; Yes ___ No ___ Explain.

What is your overall impression of Project ACT?

Comments:

Instrument F
Individual Teen Observation

Non-Communicative

N1. Child Centered

N2. Neutral

N3. Silent Supervision

Encouragement

Child Instigated

E1. Child-initiated-supporting-extending

E3. Teacher Response

E4. Child Centered Approval Nurturance

Teacher Instigated

T1. Teacher-initiated-extending

T2. Teacher Centered Approval

Guidance Activity

G1. Guidance Activity

Restriction

R1. Restriction

R2. Firm Enforcement of Limits

R3. Belittling, disparaging, negative criticism

Neutral Activity

N1. Neutral Activity

Development of Verbal Skills

S1. Repetitive

S2. Expressive

S3. Interpretive

S4. Informational

Not Ascertainable

Non-Communicative:

Teacher behavior does not involve any interchange ( ) between teacher and child.

N1. Child Centered: Teacher is not in contact with children. Activities must be related to what children have done or will do. Example: Teacher gets out materials. Teacher mixes paint.

N2. Neutral: Teacher is not in contact with children and the activity does not relate to children's activities. Example: Teacher combs hair.

N3. Silent Supervision: Teacher is watching children but is not in contact with them.

Encouragement:

Any activity that gives help, support, approval, pleasure, confidence, and knowledge to child about activity child engages in or starts himself without teacher telling him to do it.

E1. Child initiated-supporting-extending: Teacher must show by her response that she is aware of what the child is doing and (his self-initiated activity) give of her time and interest.

E3. Teacher-Response: Teacher gives a friendly or neutral response to child's approach. Examples: Teacher says, "Yes, I see you."
"Yes, your socks are blue."
Teacher smiles and nods in response to child's comment. If a child asks "May he do something" and teacher says, "yes."

E4. Child Center Approval Nurturance: Teacher activity which gives the child praise, confidence, encouragement, pleasure or affection, comfort or help. Teacher must show recognition of child's accomplishments, or help child to handle discomfort, pain, or hurt feelings. Examples: "That is a lovely painting." Teacher permits a child to crawl into her lap and hug her. After discipling a child teacher hugs him.

Teacher Instigated:

T1. Teacher-initiated-extending: Teacher initiated (starts) an activity for the purpose of educating, entertaining, or occupying the child. The child did not determine the choice of what to do and may not be pleased at doing it. Examples: "Today we're going to paint."
"Here is a new book about Indians."

T2. Teacher-Centered Approval: Teacher gives praise or approval of child's behavior which meets the teacher's standards (adult standards) or for completing required work. Child may or may not ask for or seek the praise. Examples: "You are a good eater." "Mary has finished her work--that's good Mary."

Guidance Activities:

G1. Teacher tells the child what to do or requests specific behavior. No emotional content and no evidence of conflict. Examples: "John put the block over there." Teacher calls child by name so he will come to her. Teacher says, "Sit down please."

Manipulative Guidance:

G3. Teacher is making a request or statement and expects child to do what he says by using the child's relationships with people as a motivator. Examples: "Nice people don't do that." "John, do it for me." "You're such a good boy, you wouldn't want to do that."

G4. Distraction-Redirection: Teacher trys to stop child from doing something she does not like or want him to do by diverting the child's attention or by changing activities or by suggesting a change in activity without explaining to child. Example: Child is bumping into table with his truck. Teacher says, "Bring your truck over here."

Restriction: Teacher behavior which deals with conflict between child's whishes and those of the teacher. Conflict exists where the child does not accept teacher's goals and teacher tries to obstruct or stop child's activities.

R1. Restriction: Teacher calls attention to fact that child is not accepting teacher's goals or standards. Teacher warns or reminds. Teacher and/or child must show irritation. Example: Child is restless and will not pay attention. Teacher says: "We'll wait until you're quiet."

R2. Firm Enforcement of Limits: Teacher makes it clear to the child that there are limits which must be respected and that she will impress these limits on the child. There must be firmness and absence of intent to hurt. Example: "John, those blocks must be picked up." "Bill, you cannot play in the sandbox anymore, go and sit down."

R3. Belittling, negative criticism: Conflict situation in which teacher activity is designed to lower the child's esteen, to discredit his activity of behavior. Also includes scolding and physical punishment, such as grabbing the child by the shoulders or slapping him on the hands, also when the teacher deliberately ignores. Teacher shows no acceptance of child's viewpoint. There must be an indication of desire to punish or hurt. Example: "Can't you do anything right?"

Neutral Activity: Teacher behavior which has no intent to encourage manage, or restrict the child.

Development of Verbal Skills:

Teacher activity which develops the child's ability to listen, express himself, or understand by means of verbal communications.

S1. Repetitive: Adult introduces verbal patterns or conventions which children repeat. Children may or may not participate. Examples: Teacher and children sing together. Children say grace. Children count. Children recite Pledge of Allegiance. Teacher insists on Please and Thank you.

S2. Expressive: Teacher behaves in a way (i.e., asks a question) which enables the child to express his own ideas--not yes or no answers expected. Examples: "What could you do to make it work?" "Which is bigger?" "Then what did you do?" "Tell me about it." "What kind of pie are you making?"

S3. Interpretive: Teacher puts feelings, reasons, ideas, or problems into words. The emphasis here is on explanation of interpersonal relations as opposed to factual information, (S4) Information is appropriate and transferable to other situations. Examples: "John is trying to tell you he doesn't like that." "Put on an apron so you don't get paint on your dress."

S4. Informational: Teacher explains the meaning of words, gives factual information, introduce concepts, calls attention to form, and organization. Examples: "Dye makes things have color, like your clothes." Teacher calls attention to order or pattern. "Peas and potatoes are both begetables.

Not Ascertainable: All behavior which is uncodable or cannot be decided. Behavior which appears to have no reference point.

INSTRUMENT F-2
CENTER OBSERVATION SCHEDULE

RULES OF OBSERVATION

1. Observe all children and parents during drop-off and pick-up.
2. Observe only age groups from which sample is drawn.
3. Watch the role of all non-teaching personnel, visitors, etc.
4. Observe activities of all adults in the school.
5. Note the time of observation every half hour as a minimum time check.
6. Location of observation should be most strategically arranged to be both obvious and out-of-the-way.
7. Count all relevant units.
8. In retyping observations do so under categories as evidence supporting the category (such as creativity encouraged).

UNITS OF OBSERVATION

I. Drop-off to the start of activities.

II. Activities through snack-time.

III. Activities to lunch

IV. Lunch to naptime (until children are actually sleeping).

V. From afternoon snack to closing.

CODING CATEGORIES

I. Drop-off (count number of children dropped off in each fashion)

Formal:

Child checked in with teacher vs. teacher notification of arrival.

Informal:

No contact or casual contact only with teacher, but child taken into school or yard vs. curbstone delivery.

Variation in activities:

Timed (6:30, 7:00, 7:30, 8:00, etc.)
Types of activities
    put to bed--sleep
    play
        indoor
        outdoor
    hanging around
    breakfast or snack

Noise level (included in all units of observation):

conversation
disturbances
play noises

Child's reaction (continuum):

willingly (happy, glad to be at school)
unwillingly
indifferent

Teacher reaction (continuum):

warm, receptive
indifferent
cold

Parent reaction:

rushed
unhurried, relaxed
parental fuss over child

II. Activities through snack-time

Introducing child into school:

- Formally, through pledge, singing, etc.
- Informally--go to rooms

Transition between activities:

- Formal--whistle, etc.
- Informal--warning

Type of activities (structured and/or unstructured):

- degree of formality
- play
  - indoor
  - outdoor
- arts and crafts
- music
- education
- where applicable, whose choice (if child's, is it accepted or rejected), whose initiation
- creativity encouraged
- creativity discouraged

Teacher-child interaction:

- child initiated
  - circumstances if child initiated
- teacher initiated
  - circumstances if teacher initiated
    - routine
    - non-routine
    - redirection, etc.
    - manners vs. consequences

- teacher
  - detached
  - available
  - interferer
  - laissez-faire

Child-child interaction:

- possibility of initiating interaction with children outside own group quality of interaction, esp. conflict

Noise level:

- conversation
- disturbances
- play noises

Snack-time:

- how announced (transition)
- how served: self vs. teacher
- manners and activities (emphasized or not)
    - emphasis on manners vs. manners not mentioned
    - conversation allowed vs. inhibited
    - activity (i.e., turning in chair, etc.) allowed vs. disallowed

Teacher-child interaction:

- role of teacher
    - participant
    - observer
- quality of interaction

III. Activities to lunch

Transition between activities:

- Formal
- Informal

Type of activities (structured and/or unstructured):

- play
    - indoor
    - outdoor
- degree of formality
- arts and crafts
- music
- education
- creativity
    - encouraged
    - discouraged
- where applicable, whose choice (if child's, is choice accepted or rejected), whose initiation

Teacher-child interaction:

- child initiated (circumstances)
- teacher initiated (circumstances)
    - routine
    - non-routine
    - redirection, etc.
    - discipline: manners vs. consequences
- teacher's role
    - detached (observer, custodian, etc.)
    - available (participant, etc.)
    - interferer
    - laissez-faire

Child-child interaction:

possibility of initiating interaction with children outside of own group quality of interaction (esp. conflict and cooperation)

Noise level:

- conversation
- disturbances
- play noises

IV. Lunch to naptime

Preparation for lunch:

- structured routine (toileting, washing, resting, etc.)
- unstructured (relaxed, little or no requirements)

Physical arrangements:

- setting of table (children and/or teacher, cook, etc.)
- placement of food (on table, on cart, etc.)
- removal of food, dishes, etc.

Service of food:

- child serves self
- teacher serves
- restrictions or lack of (in terms of quantity, forced eating, etc.)

Activities during meal:

- conversation encouraged or inhibited
- movement allowed or not allowed (turning in chair, getting up, etc.)
- degree of manners training

Teacher-child interaction:

- role of teacher
    - participant
    - observer
- quality of interaction

Clean-up after lunch:

Preparation for nap:

- structured (toileting, washing, etc.)
- unstructured
- lulling activity

Going to sleep:

- force or lack of it
- masturbation--degree of concern
- atmosphere
    - quiet, restful
    - noisy

Instrument G
Parents of Youth Assessment

Name of teen

Age of teen

Sex of teen

City

Date

Have you heard your teenage son/daughter discuss Project ACT?
Yes_____ No_____

If yes, what are some of the things he/she said?

Have you heard of Project ACT from other people and/or sources?
Yes_____ No_____

What people and/or sources?

What are some of the things they have said?

Has participation in Project ACT brought about any change in your teenager?
Yes_____ No_____

If yes, describe change(s)

Do you think Project ACT has influenced your teenager to further his/her education?
Yes_____ No_____ Don't know_____

If yes, why?

Has participation in Project ACT influenced your son/daughter to go into a career field involving children?
Yes_____ No_____ Don't know_____

Have you noticed any increased pleasure in caretaking in your son/daughter?
Yes_____ No_____ Don't know_____

If yes, please describe

Does your son/daughter seem to enjoy young children more now than he/she did before participating in Project ACT?
Yes_____ No_____

Why do you think this?

Does your son/daughter seem to be more aware of the development of children and more understanding of their needs and potentials for learning?
Yes_____ No_____

Why do you think this?

What is your impression of the project staff?

What is your overall impression of the project?

Would you like to see Project ACT continued?
Yes_____ No_____

Why?

Would you like to make changes in the program's operation?
Yes_____ No_____

If yes, what changes?

What do you think are the major strengths of Project ACT?

What do you think are the major weaknesses in Project ACT?

Instrument H
Follow-Up For Former ACT Students

Name

Sex

Age

City

Year(s) in Project Act

When ACT participation began
ended

Why did you leave Project ACT?

Would you have liked to have continued in the program?
Yes_____ No_____

Why?

What are you doing at the present time?

a. working; occupation

b. in trade school, major field

c. in college, major field of study

d. still in high school

e. housewife

f. other (please specify)

If you are working, are you working in the area of your choice?
Yes_____ No_____

If no, do you plan to change jobs in the future?
Yes_____ No_____

If yes, when?

If yes, what kind of job?

If you are in school (trade school or college), what career do you plan to pursue after graduation?

Did your participation in Project ACT influence your decision to do what you are doing at the present time, i.e., specific job, school, etc.?
Yes_____ No_____

If yes, in what way(s)?

Did your participation in Project ACT in any way prepare you for what you are doing presently?
Yes_____ No_____

If yes, in what way(s)?

List the careers you know about in child-related fields.
1.
2.
3.
4.
5.
etc.

Do you feel that your participation in Project ACT will help you to be a better parent?
Yes_____ No_____

Explain

What was the strongest aspect of the project?

What was the weakest aspect of the project?

If you could make a change in Project ACT what change would you make?

Why would you make this change?

Did Project ACT make you more aware of the responsibilities of parenthood?
Yes_____ No_____

Explain

Has Project ACT made you more understanding of:

a. your brother(s)/and sister(s)?
Yes_____ No_____

Explain

b. your parents?
Yes_____ No_____

Explain

c. yourself?
Yes_____ No_____

Explain

What was your overall impression of Project ACT?

Comments:

Instrument J
Child Personal Data Form

To be filled out by program personnel for each young child

Name

Address

Age: Years
Months

Sex

Ethnicity

Number of brothers:
sisters:

Ages of each brother and sister:

Age of mother

Age of father

Has child participated in any other preschool program prior to participation in Project ACT?
Yes_____ No_____

If yes, which one?

Highest grade in school completed by mother:

Highest grade in school completed by father:

Mother's occupation:

Father's occupation:

Marital status of mother:

Never married

Married

Separated

Widowed

Divorced

Instrument K
Parents' Knowledge of Child Development Concepts

1. Name three basic needs of an infant.

2. Describe three emotions which can easily be observed in infants.

3. Does an infant have the ability to learn? If so, give example.

4. What are some of the materials/toys which are appropriate for infants?

5. Give some indicators for measuring progress in physical growth during the first year of life.

6. What can parents do to help infants feel secure?

7. What are the general age ranges when children begin the following common behaviors:

   sit up

   stand

   talk

   walk

   jump

   skip

   dress himself

   button his (her) coat

8. Do all children do these things at the same time?
Yes_____ No_____

Please discuss:

9. At what age do you think children are ready to begin toilet training?

10. How do young children tend to express themselves?

11. Describe briefly what a two year old is like in behavior and general ability.

12. Describe briefly what a three year old is like in behavior and skills.

13. Describe briefly what a four year old is like in behavior and skills.

14. Describe briefly what a five year old is like in behavior and skills.

15. What are some of the ways in which young children learn?

16. Would you give a two year old a pencil to work with?
Yes_____ No_____

Explain:

17. *Is it "normal" for a child to want to be by himself sometimes?*
Yes_____ No_____

Explain:

18. *What are some of the reasons why it is important to observe children at play?*

19. *Are schedules important for young children?*
Yes_____ No_____

Explain:

20. *Would you have any questions about a three year old child who did everything you told him to do?*

21. *Should children ever be given choices to make?*
Yes_____ No_____

If so, why?
If so, why not?

Give an Example:

22. *If a child begins screaming for no apparent reason, what would you do?*

23. *If you observe a child hitting another child in a group for whom you are responsible, what would you do?*

24. What are some of the observations you should make in beginning to understand a particular child?

25. Give examples of areas to observe fine motor coordination.

26. Give examples of areas to observe gross motor coordination.

27. Give some indicators for assessing social development in the preschool child.

28. List four activities which help three year olds in the development of coordination.

29. Is it important for young children to have relationships with other children in their general age group?
Yes_____ No_____

Why?

30. What does self-image mean?

31. Give examples of things you could do with children which might promote a good self-image.

32. *Can you give examples of using a positive approach in discipline with a child?*

33. *Can you give examples of using a negative approach in discipline with a child?*

INSTRUMENT K-2

KNOWLEDGE OF CHILD DEVELOPMENT CONCEPTS QUESTIONNAIRE

Put an X in front of the response you feel is most correct.

1. Three basic needs of an infant are:

_____ a. parents, house, yard
_____ b. friends, books, toys
_____ c. food, sleep, love
_____ d. milk, toys, attention

2. Three emotions and/or expressions which can easily be observed in infants are:

_____ a. love, hate, disappointment
_____ b. fear, pain, smiling
_____ c. anger, happiness, surprise
_____ d. respect, delight, affection

3. Does an infant have the ability to learn?

_____ a. yes
_____ b. no

4. What are some of the materials/toys which are appropriate for infants?

_____ a. trucks, footballs, crayons
_____ b. wooden blocks, books
_____ c. bright colored objects, pacifiers
_____ d. small rattles, soft stuffed animals, rubber squeezy things

5. Which of the following is the best indicator for measuring progress in physical growth during the first year of life?

_____ a. increase in weight and height
_____ b. child drinks more milk
_____ c. child's pictures
_____ d. child begins to walk and talk

6. What are the general age ranges when children begin the following common behaviors?

dress himself ______________
walk ____________________
sit up __________________
skip ____________________
talk ____________________
stand ___________________
jump ____________________

7. Do all children do these things at the same time?

_____ a. yes
_____ b. no

8. At what age do you think most children are ready to begin toilet training?

_____ a. below 14 months
_____ b. 14 - 16 months
_____ c. 16 - 18 months
_____ d. 18 months to 2 years
_____ e. after 2 years

9. How do young children tend to express themselves?

_____ a. having tantrums
_____ b. talking, yelling
_____ c. crying, laughing
_____ d. behavior, actions, play

10. Very active, gets into everything, explores, can follow simple directions, wants to make own choices, can work with crayon in scribbles; anxiety at separation from mother.

The preceding description best describes:

_____ a. a 2 year old
_____ b. a 3 year old
_____ c. a 4 year old
_____ d. a 5 year old

11. Usually able to dress himself fairly well, expands large muscle interests, fairly good small motor coordination; enjoys activities such as story telling, painting, cutting, running, jumping, etc. Enjoys activities with other children and is beginning to understand numbers.

The preceding description best describes:

_____ a. a 2 year old
_____ b. a 3 year old
_____ c. a 4 year old
_____ d. a 5 year old

12. Very active, well developed physically; good general motor control; able to recognize letters, numbers; vocabulary is more extensive; eager to learn; curious about the wider world, builds well with blocks and other play objects.

The preceding description best describes:

_____ a. a 2 year old
_____ b. a 3 year old
_____ c. a 4 year old
_____ d. a 5 year old

13. Generally cooperative; uses language more easily and experiences satisfaction in the use of language with adults and peers; likes to assume responsibility equal to his ability; developing more self-confidence; strengthening hand coordination; can jump and climb; usually completely toilet trained.

The preceding description best describes:

_____ a. a 2 year old
_____ b. a 3 year old
_____ c. a 4 year old
_____ d. a 5 year old

14. One of the major ways in which young children learn is

_____ a. T.V.
_____ b. movies
_____ c. imitating others
_____ d. reading

15. Would you give a two year old a pencil to work with?

_____ a. yes
_____ b. no

Why?

_____ a. insufficient coordination to use easily and can be dangerous
_____ b. does not know how to use it
_____ c. child could practice before going to school
_____ d. would write all over walls

16. Is it "normal" for a child to want to be by himself?

_____ a. yes
_____ b. no

Why?

_____ a. it is not "normal"
_____ b. child does this only when angry
_____ c. everyone, including children, need some solitude
_____ d. none of the above

17. Why is it important to observe young children at play?

_____ a. children express themselves at play
_____ b. through observation, one can see the development of the child
_____ c. protection or care is sometimes needed
_____ d. all of the above

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_____ a. children express themselves at play
_____ b. through observation, one can see the development of the child
_____ c. protection or care is sometimes needed
_____ d. all of the above

18. *Are schedules important for young children?*

_____ *a. yes*
_____ *b. no*

Why?

_____ *a. children need to eat on time*
_____ *b. children need to go to bed at the right time*
_____ *c. children should be able to do what they want, when they want*
_____ *d. flexible schedules help children learn routines, offer security and establish patterns for development of responsibility*

19. *Would you have any questions about a 3 year old who did everything you told him to do?*

_____ *a. yes*
_____ *b. no*

Why?

_____ *a. he has been well trained*
_____ *b. he is very obedient*
_____ *c. it is not normal for a child 3 years old to do everything he is told*
_____ *d. he is normal*

20. *Should children ever be given choices to make?*

_____ *a. yes*
_____ *b. no*

Why?

_____ *a. children are not capable of making choices*
_____ *b. provides opportunity for child to think for himself and assume responsibility*
_____ *c. develops self confidence*
_____ *d. both b and c*

21. *If a child begins screaming for no apparent reason, what would you do?*

_____ *a. try to find out what is wrong and calm him down*
_____ *b. scream with him*
_____ *c. spank him*
_____ *d. ignore him*

22. *If you observe a child hitting another child for whom you are responsible, what would you do?*

_____ *a. punish him*
_____ *b. spank him*
_____ *c. make him stop, seek reason, and if possible let children settle the difficulty verbally*
_____ *d. spank them and tell them not to fight*

23. What are some observations you should make in beginning to understand a particular child?

_____ a. family background, play activities
_____ b. does he obey, is he quiet
_____ c. kind of clothes he wears
_____ d. is he smart

24. Which of the following help three year olds in the development of coordination?

_____ a. going to church
_____ b. block building
_____ c. running
_____ d. crying

25. Which of the following is an example of fine motor coordination?

_____ a. climbing
_____ b. coloring
_____ c. running
_____ d. crying

26. Which of the following is an example of gross motor coordination?

_____ a. coloring
_____ b. buttoning coat
_____ c. running
_____ d. crying

27. Which of the following is the best indicator for assessing social development in the pre-school child?

_____ a. obedience
_____ b. ability to sit quietly without disturbing anyone
_____ c. ability to relate well to other children
_____ d. ability to walk

28. Which of the following would you most likely do if a child is writing on the wall with a piece of crayon?

_____ a. hit him
_____ b. ignore him
_____ c. tell him to stop
_____ d. give him some paper to write on and tell him that you would prefer he not write on the wall

29. Is it important for children to have relationships with other children in their own general age range?

_____ a. yes
_____ b. no

Why?

_____ a. other children will teach bad habits
_____ b. better to be around adults
_____ c. children should play alone
_____ d. children learn from other children

30. What does self-image mean?

_____ a. how a person sees himself
_____ b. what others think about a person
_____ c. what a person looks like
_____ d. what a person thinks

31. What are some examples of things that promote a good self-image?

_____ a. teach child to behave and do what others tell him
_____ b. teach child to be quiet
_____ c. give child activity which he can do successfully and praise him for it
_____ d. let him do whatever he wants

32. Which of the following is a positive approach to discipline when a child is playing with a book you do not want him to play with?

_____ a. tell him that we are going to put the book away and wash up for lunch
_____ b. tell him to leave the book alone
_____ c. spank the child
_____ d. tell the child he is bad

Name or ID Number ____________________

City ____________________

Date ____________________

Mother _____ Father _____ Other _____

INSTRUMENT L

PARENTS OF CHILDREN ASSESSMENT

We would appreciate knowing how you and your child feel about the program. We are particularly interested in knowing what things you did like and what things you did not like.

	1 Very Much Worthwhile	2 Worthwhile	3 Occasionally Worthwhile	4 Waste of Time	5 Not in the Program
A. FORMAL CONTACT AND PARTICIPATION					
1. Talking with child's teachers	_____	_____	_____	_____	_____
2. Meeting with other parents	_____	_____	_____	_____	_____
3. Special Events:	_____	_____	_____	_____	_____
DISCUSSION ABOUT					
4. Child Care	_____	_____	_____	_____	_____
5. Homemaking Skills	_____	_____	_____	_____	_____
6. Personal Problems	_____	_____	_____	_____	_____
7. Health	_____	_____	_____	_____	_____
8. Group trips in the Community	_____	_____	_____	_____	_____
9. Films shown in connection with the Program	_____	_____	_____	_____	_____
10. Other (Specify)	_____	_____	_____	_____	_____

B. THE CHILD

My reactions to the experiences my child has had in the program are:

	1 Very Much Worthwhile	2 Worthwhile	3 Occasionally Worthwhile	4 Waste of Time	5 Not in the Program
11. Medical Attention					
12. Opportunity to attend school at an early age					
13. Increased experience with different toys and games					
14. Increased experience with different books, stories, and music					
15. Trips into the community					
16. Individual attention given to each child by teacher and assistants					
17. Opportunity for group activities with other children					
18. Opportunity to work with teen teachers					

C. THE CHILD (b)

As a result of attending the program, my child was affected in the following ways:

	Much Better	Better	No Change	Worse	Much Worse
19. Getting along with other children.					
20. Self-Confidence					
21. Speaking ability					
22. Manners					
23. Finishing what he starts					
24. Doing what he is told					
25. Interest in new things					
26. Can do things on his own					

	1 Much More	2 More	3 A Little More	4 Not At All
D. THE HOME				
27. Am aware of the new things that my family and I can do in the community	____	____	____	____
28. Feel that the community cares about me and my problems	____	____	____	____
29. Have learned new things about raising children	____	____	____	____
30. Have been given new ideas about how to take care of my family	____	____	____	____
31. Feel hopeful about my children's future	____	____	____	____
32. Feel better able to handle family arguments	____	____	____	____
33. Made new friends	____	____	____	____

34. Would you have liked more opportunity to participate in the program?

Yes ____ No ____

Explain: ____

35. What do you like *most* about the program? ____

36. What do you like *least* about the program? ____

37. What suggestions would you make for improving the program? ____

COMMENTS: ______________________________

Name Position

Instrument M
Staff Assessment

1. What do you see as your role in the project?

2. What do you see as the objectives of the project?

3. Do you feel these objectives have been met? Yes ___ No ___ Partly___
How or how not?

4. What impact has the program had on the:

    Teens?

    The young children?

    Parents of the young children?

5. What do you see as the major strengths of the program?

6. What do you see as the major weaknesses of the program?

7. What do you enjoy most about your job?

8. What do you enjoy least about your job?

9. Do you feel you had adequate:

    Supervision?

    Support?

    Inservice training?

    Supplies?

10. If you could change the program in any way, what would you change?

Any further comments?

Name

Instrument N
Director Assessment

1. Do you feel that your program objectives are being met? Yes___ No___ Partly___ How or how not?

2. How does the community view the program?

   a. What makes you feel this way?

3. Are community groups or organizations involved with Project ACT? Yes___ No ___

3a. If yes, which groups or organizations and in what ways are they involved?

4. What steps are being or have been taken to inform the community about the program?

5. Do you actively seek support from outside organizations? Yes ___ No ___

   a. If yes, which organizations and what type of support?

   b. If no, why?

6. To what extent has the program received unsolicited publicity through various media?

6a. What types of publicity have been received (e.g., newspaper stories, T.V. reports, etc)?

7. Are there other programs similar to your program in the community? Yes___No___

   a. If yes, what are they and where are they located?

   b. If yes, what are the differences between your program and the others?

   c. If yes, do you have contact with them or have any type of working relationship?

8. Do you have any plans for your project after this funding period? Yes___ No___

   a. If yes, what are these plans?

   b. If no, have you tried things? What kinds of things and what were the results?

9. Is there a waiting list for entry into the program (staff, adolescents, young children)? (Identify type of person for waiting list)
Yes___ No___

   a. If yes, what size is the list and what types of potential participants?

10. What is the rate of attrition, i.e., how much turnover is there among staff, adolescents, and young children and their families?

   a. What is the turnover in staff? If there was turnover, what were the time and cost effects on the program?

11. How is staff trained?

   a. Is there inservice training? Yes___ No ___

   If yes, please explain:

12. What types of discussions take place between teachers and adolescents? Can all types of questions be asked, e.g., childbirth, sex, birth control information?

13. What type of relationship exists between the adolescents and the young children?

   the adolescents and the parents of young children?

   the adolescents and their own parents?

14. Specifically, how does the program present early childhood development information?

15. Specifically, how does the program present information about parenting skills?

16. Has the staff actively encouraged teens to participate in community programs for and/or involving children (such as church, youth groups, Y's, etc.)? Yes___ No ___

   a. If yes, in what ways and have there been any observations of such participation?

17. Are any of the adolescents working with children now in volunteer, paying, or family situations? Yes ___ No ___ Don't know ___

   a. If yes, how many and to what extent?

18. What steps have been taken to inform the adolescents about child-related job or career opportunities for the present and for the future?

19. Have you observed increased pleasure in caretaking or nurturing among adolescents? Yes ___ No ___ If yes, please give examples.

parents of young children? Yes ___ No ___ If yes, please give examples.

20. Have you observed increased and/or changed parenting skills adolescents? Yes ___ No ___ If yes, please give examples.

parents of young children? Yes ___ No ___ If yes, please give examples.

21. Have any of the adolescent participants become pregnant or fathered a child during the program year? Yes ___ No ___

   a. If yes, how many and what was the adolescent's reaction to the situation?

   b. Was (were) the reaction(s) of the ACT teen different from those of other teens you have known in similar situations?

   c. If any of the adolescents have had children, have you had a chance to observe their parenting skills?

   d. If yes, would you please compare their parenting skills with those of other adolescent parents you have known?

22. What aspect of the program has given you the most satisfaction?

23. What aspect of the program has given you the most difficulty?

24. What do you consider to be the three strongest aspects of the program?

25. What do you consider to be the three weakest aspects of the program?

26. If you could begin again, would you do anything differently? Yes___ No___ If yes, what?

27. Explain the administrative operation of your program (financing, budget, operational hierarchy, etc.).

Get study guides, special trips, speakers, events, etc.

AUG 28 1975

AUG [illegible] 1975

ADOLESCENTS IN CHILD TRAINING (PROJECT ACT)

SUMMATIVE EVALUATION REPORT

PART II

by

Joan R. Harris

Prepared for the Division of Research and Demonstration,
Office of Child Development
Washington, D.C.

OCD Grant OCD-CB-415

July, 1974

I. INTRODUCTION

The present report is a statistical supplement to the descriptive summative evaluation submitted in June, 1973, for Adolescents in Child Training (Project ACT). In the latter report conclusions were drawn and recommendations were made which did not have substantive support from the descriptive data. The statistical analyses are presented below with an explanation for the techniques used. Some of the earlier material was based on observation and where these are applicable they will be indicated.

It should be pointed out that several problems beset the evaluation of Project ACT: (1) an unified evaluation of three projects which related to different populations and different modes of operation; (2) lack of knowledge concerning recipients of the report in terms of statistical understanding; (3) the lack of time to conduct an adequate analysis; and (4) the fact that the project director and research associate left the original firm for other commitments. Some explication of these points would appear to be appropriate.

The three programs in Chicago, Little Rock, and San Antonio, have been described in detail in the descriptive report. Each program served a different population in terms of ethnicity, socioeconomic status, and geographic location. The underlying commonality of the programs was to train adolescents in child caring and nurturing through didactic and practicum efforts. Concern was expressed with the adolescents as the primary target group. The young children with whom the adolescents worked in the practicum were involved to the extent they were not injured by the program. Other categories of respondents were a part of the evaluation as they were involved peripherally: staff, control teens (not exposed to the program), former ACT participants, parents of young children, and parents of the experimental teens. Evaluation of the three programs should be helpful in demonstrating the possibilities of such programs and in demonstrating whether one model or several models of such training would be necessary.

A second concern mentioned above was lack of knowledge regarding statistical expertise on the part of recipients. Qualitative research is necessary in endeavors of this nature, but there must be some quantitative measures of effectiveness. To this latter effort, certain standardized instruments were used across the three programs. The statistical discussion to follow is based primarily on these efforts with a relationship to the qualitative measures specified to the extent possible.

It is true that quite often not enough time is allowed for the type of analyses suggested above and so it happened in this case. Careful statistical analyses require much time and thought. The time allocated for the evaluation did not take this matter into account and a recommendation is made to that effect. Although answers are needed yesterday for what happened today, computer turn around time and thorough consideration of data require concentrated effort.

A final difficulty encountered in this evaluation relates also to the lack of time. Both the Project Director and the Research Associate left Social Science Research, Inc., to take new commitments that were fulltime. It is with great apologies to OCD that such was the case, but hopefully the following report will be useful.

II. FINDINGS

The findings of the standardized scales are shown in detail in the preliminary descriptive report. Reference will be made to these details where necessary. The present effort is designed to deal with statistical analysis of these data. The statistical tests used will be explained as deemed necessary.

The Rosenberg Self-Esteem Scale

The Rosenberg self-esteem scale was administered to the experimental and control teens on a pre-and post-basis to ascertain changes in self esteem. The Rosenberg scale, as reported in 1965, was designed to measure attitudes toward the self along a favorable to unfavorable dimension and was constructed for use in a large scale survey of high school students. In that report, Rosenberg defined self esteem as follows:

> We shall simply mean that the individual respects himself, considers himself worthy, he does not necessarily consider himself better than others, but he definitely does not consider himself worse, he does not feel that he is the ultimate in perfection but, on the contrary recognizes his limitations and expects to grow and improve.[1]

In a subsequent discussion of self esteem, Rosenberg further delineated his concept as follows:

> In this view, the self is an attitude toward an object. Our chief, though not exclusive, concern is the individual's positive or negative orientation toward this object, his favorable or unfavorable attitudes toward it, and the associated emotional reactions. Essentially, this is what is meant by self esteem, or, if the focus is on the negative, "self-hatred," "self-contempt," or "self-rejection."
>
> The term "self-esteem" suffers from certain misleading connotations. When we characterize a child as having high self-esteem, we do *not* mean that he exhibits feelings of superiority, in the sense of arrogance, conceit, contempt for others, overweening pride, or *hubris* . . ., but rather that he considers himself a person of worth. He has fundamental respect for himself, appreciating his own merits, even though he is aware

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[1] Morris Rosenberg, *Society and the Adolescent Self-Image* (Princeton: Princeton University Press, 1965).

of faults in himself which he hopes and expects to overcome. The person with high self esteem does not necessarily consider himself better than most others, but neither does he consider himself worse.[2]

Given these definitions of self esteem, Rosenberg reviewed the literature and determined that questions or statements had to be revised to meet differential age groupings. Although his study involved senior high school seniors, the scale was adapted for younger children. The scale was submitted to a Guttman scalogram analysis to yield a reproducibility coeffieient of 0.92 and a scalability coefficient of 0.72 on a random sample of 5,024 students. The original ten Likert-type items permitted four possible responses: strongly agree, agree, disagree, and strongly disagree. Positively and negatively worded items were presented alternately to avoid the acquiescent set. The lower the score (strongly agree equalled one), the greater the self esteem and the higher the score, the less self esteem. Rosenberg used pluses and minuses to score the scale based on six scale stems (categories of items). Rather than using the Rosenberg system, it was decided in the present study to obtain a total score for analysis. Accordingly, scores (for ten items) ranged from a minimum of ten to a maximum of 40.

The scale was administered on a pre-and post-basis to the exprerimental and control teens (following Campbell and Stanley's model of the best experimental model) to determine differences based on differential treatment. The hypothesis, although not stated, was that experimental teens would improve in their self esteem to a significantly greater extent than would the control teens. The changes that occurred were so minimal that a t-test demonstrated a lack of significance. The changes are shown in Table 1.

A t-test compares means on the various measures. Since the scale scores were treated as interval data, the mean was applicable. If the reader accepts these terms, then the t-test is appropriate. The means tested on the experimental teens by the t-test yielded a nonsignificant value of 1.27 with 95 degrees of freedom on a two-tailed test with probability of 0.208. Since the control teens were so similar, the t-test was not run for them. Despite the insignificance of the t-tests, the tendency was toward the hypothesized result: increased self esteem.

The experimental teens were higher in self esteem on the pretest than were the control teens. The same finding was obtained on the posttest, but control teens were lower on self esteem at the beginning and improved to a slightly greater extent than the experimental teens (improvement equals 0.435 and 0.472, respectively). The control teens had lower self esteem in the beginning and still retained lower self esteen at the post-testing period.

According to Rosenberg and Simmons, racial insulation and socioeconomic status had minimal effects on their measure of self esteem.[3] There are other

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[2] Morris Rosenberg and Roberta G. Simmons, Black and White Self-Esteem: The Urban School Child (Washington, D.C.: American Sociological Association, 1971),p.9.

[3] Ibid.

TABLE 1

PRE- AND POSTTEST SELF-ESTEEM SCORES FOR EXPERIMENTAL AND CONTROL TEENS

Type of Teen	Mean Pre-Score	Mean Post-Score
Experimental Teens	19.617	19.182
Control Teens	20.183	19.711

TABLE 2

SELF-ESTEEM MEANS BY TYPE OF TEEN, LOCATION, AND ETHNICITY

Location and Ethnicity	Mean Pre-Scores	Mean Post-Scores
Experimental Teens		
Chicago (black)	18.792	18.636
Little Rock (black and white)	20.037	19.571
San Antonio (Mexican American)	19.517	18.929
Control Teens		
Chicago (black)	20.000	20.000
Little Rock (black and white)	20.654	20.163
San Antonio	19.559	19.000

factors that operate to effect changes in self esteem and the goal of such studies is to determine these factors and to measure their contributions to differences in self esteem. An examination of Table 2 shows the differentials in ethnicity although Little Rock must be remembered as a mixture of ethnicity. At the same time, Little Rock revealed a pattern of greater socioeconomic status than did Chicago and San Antonio, both of which were low in this respect. The means shown in Table 2 reflect a higher self esteem in the beginning for minority teens with little or no change in the post-scores. Since the range was a maximum of 40, the experimental and control teens approximated the midway point, although the Little Rock teens showed less self esteem and conformed to the slight improvement shown by the other teens. Some interesting questions must be raised: (1) Why do minority teens have a higher self esteem than do nonminority students and (2) why are the experimental teens so similar to the control teens in changes in self esteem given the special treatment provided by selection for the program? These questions require further research, but an examination of the specific items may be of some help in this area.

The individual items were crosstabulated for pre- and post-responses to examine where change, if any, occurred for each item. In the tables that follow, these crosstabulations are shown along with chi-square values, level of significances, contingency coefficient, and gamma.

The chi-square test is used as a "goodness of fit" test and as a test of independence. The "goodness off it" refers to the normal curve while the independence test is used to measure the independence of variables with each other. Chi square was used in the latter sense for the crosstabulations. If the variables were independent, there would be no association between pre- and post-responses to the self esteem items. If the variables were dependent, there would be some association between responses. Chi square does not denote a linear relationship which is the reason for using it as a measure of association. As a consequence, it is not possible to determine the direction of the association. Duggan and Dean have illustrated some of the difficulties in using the chi-square statistic for qualitative data and one such difficulty is measurement of the strength of relationship.[4] The Contigency coefficient is one such measure of the degree of association, but C has a maximum of 0.707; i.e., it never reaches 1.00. Cramer's V is often used as a correction to achieve a maximum of 1.00. Finally, chi square is applicable for the lowest level of measurement, nominal data, in which numbers have no numeric value.

The level of significance specified for the analyses of these data was 0.05 since the N was small. This level indicates rejection of the null hypothesis of independence if the level is equal to or less than 0.05.

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[4] Thomas J. Duggan and Charles W. Dean, "Common Misinterpretations of Significances Levels in Sociological Journals," The American Sociologist, 3 (February, 1968), 45-46.

Gamma (G) is a technique for measuring the association between ordinal data. Responses on the self esteem scale constitute such data since they represent a continuum of agreement and can be ordered or ranked. Gamma is difficult to use with tied ranks and given the small range of responses to the self esteem scale (1 to 4), it may be assumed that many ranks were tied. The computer program used (Statistical Package for the Social Sciences) does not correct for tied ranks although Somer's D "considers ties as valid information." Although Somer's D was requested on the computer out-put, it was not included in the statistics presented with the self esteem data.

The self esteem items were coded from 1 to 4 for Strongly Agree, Agree, Disagree, and Strongly Disagree. The reverse items were coded exactly the opposite for 1 to 4: Strongly Disagree, Disagree, Agree, and Strongly Agree. The tables themselves should be read as having the pre-responses as the row variables and the post-responses as the column variables. It is possible, therefore, to know how each pre-response fell on the post-response. The row and column totals are marginals that will be used in the discussion and indicate the percentages of the total sample within those categories.

The pre - and post-means and modes are shown in Tables 3 and 4. The total scores revealed an increase in self esteem for both sets of teens, although this increase was greater for control teens (Tables 3 and 4).

Item 1.--The first item, "I feel that I'm a person of worth, at least on an equal plane with others," showed a nonsignificant chi square for pre- and post-responses for experimental teens (Table 5). Chi square, however, was significant for the control teens (Table 6). Chi square for the former category was significant at 0.3176. None of the other measures of association demonstrated significance.

The control teens changed in their pre - and post-responses with chi square significant at 0.0012. The Contigency coefficient showed a 48.7 percent association between the responses and gamma was 0.55590.

Examination of the tables reveals that both sets of teens tended to continue strong agreement and agreement with changes (although N's were small) occurring primarily in the disagree and strongly disagree categories.

Only one experimental teen disagreed with the item on the pretest but changed to some aspect of agreement on the post test. The control teens had three who disagreed on the pretest with two who moved to agreement on the post test. The control teens who strongly disagreed on the pretest both changed on the posttest. The differentials in the chi squares may be related to higher proportions of control teens who continued strong agreement and the slightly larger N's who disagreed and strongly disagreed on the pretest.

Item 2.--Item 2 was "I feel that I have a number of good qualities." The findings for experimental and control teens showed significance by chi square on this item, indicating that the pre- and post-responses were not independent of each other (Tables 7 and 8). Sixty percent or more of the teens strongly agreed on the pre- and posttests. A much higher percentage of the control teens (78.0) continued to agree at both testing periods. Experimental teens who agreed on the pretest showed a greater tendency to strongly agree on the posttest. All of the control teens who disagreed in the beginning changed to

TABLE 3

PRE- AND POST-MEANS AND MODES ON SELF-ESTEEM SCALE FOR EXPERIMENTAL TEENS

Item	Pre-Mean	Post-Mean	Change	Pre-Mode	Post-Mode
1. I feel that I'm a person of worth, at least on an equal plane with others.	1.430	1.586	-0.156	1	2
2. I feel that I have a number of good qualities.	1.654	1.566	0.088	2	2
3. All in all, I am inclined to feel that I am a failure.*	1.654	1.495	0.159	1	1
4. I am able to do things as well as most other people.	1.757	1.707	0.050	2	2
5. I feel I do not have much to be proud of.*	1.841	1.586	0.255	2	1
6. I take a positive attitude toward myself.	1.832	1.939	-0.107	2	2
7. On the whole, I am satisfied with myself.	1.850	1.990	-0.140	2	2
8. I wish I could have more respect for myself.*	2.477	2.490	-0.013	3	3
9. I certainly feel useless at times.*	2.738	2.515	0.223	3	3
10. At times I think I am no good at all.*	2.374	2.273	0.101	3	2
Total Score	19.617	19.182	0.435	20	22

*These are reverse items in which Strongly Disagree is related to high self esteem and Strongly Agree is related to low self esteem.

TABLE 4

PRE- AND POST-MEANS AND MODES ON SELF-ESTEEM SCALE FOR CONTROL TEENS

Item	Pre-Mean	Post-Mean	Change	Pre-Mode	Post-Mode
1. I feel that I'm a person of worth, at least on an equal plane with others.	1.577	1.611	-0.034	1	1
2. I feel that I have a number of good qualities.	1.712	1.667	0.045	2	2
3. All in all, I am inclined to feel that I am a failure.*	1.654	1.719	-0.065	1	2
4. I am able to do things as well as most other people.	1.837	1.767	0.070	2	2
5. I feel I do not have much to be proud of.*	1.740	1.722	0.018	1	1
6. I take a positive attitude toward myself.	1.875	1.911	-0.036	2	2
7. On the whole, I am satisfied with myself.	2.067	1.956	0.111	2	2
8. I wish I could have more respect for myself.*	2.529	2.618	-0.089	2	2
9. I certainly feel useless at times.*	2.712	2.633	0.079	3	3
10. At times I think I am no good at all.*	2.404	2.289	0.115	3	2
Total Score	20.183	19.711	0.472	19	23

*These are reverse items in which Strongly Disagree is related to high self esteem and Strongly Agree is related to low self esteem.

TABLE 5

PRE- AND POST-RESPONSES ON PERSONAL WORTH FOR EXPERIMENTAL TEENS

Pre-Responses	Post-Responses Strongly Agree	 Agree	 Disagree	 Strongly Disagree	Row Total
Strongly Agree	30 56.6	20 37.7	2 3.8	1 1.9	53 55.2
Agree	15 35.7	26 61.9	1 2.4	0 0.0	42 43.8
Disagree	1 100.0	0 0.0	0 0.0	0 0.0	1 1.0
Column Total	46 47.9	46 47.9	3 3.1	1 1.0	96 100.0

TABLE 6

PRE- AND POST-RESPONSES ON PERSONAL WORTH FOR CONTROL TEENS

Pre-Responses	Post-Responses Strongly Agree	 Agree	 Disagree	 Strongly Disagree	Row Total
Strongly Agree	27 62.8	15 34.9	1 2.3	0 0.0	43 48.9
Agree	13 32.5	24 60.0	1 2.5	2 5.0	40 45.5
Disagree	0 0.0	2 66.7	1 33.3	0 0.0	3 3.4
Strongly Disagree	1 50.0	0 0.0	1 50.0	0 0.0	2 2.3
Column Total	41 46.6	41 46.6	1 4.5	2 2.3	88 100.0

*The first row for each category of response indicates the numeric count of respondents and the second row indicates row or category percentages.

TABLE 7

PRE- AND POST-RESPONSES ON GOOD QUALITIES FOR EXPERIMENTAL TEENS

Pre-Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	25 67.6	12 32.4	0 0.0	0 0.0	37 38.5
Agree	20 34.5	36 62.1	2 3.4	0 0.0	58 60.4
Disagree	0 0.0	0 0.0	1 100.0	0 0.0	1 1.0
Column Total	45 46.9	48 50.0	3 3.1	0 0.0	96 100.0

TABLE 8

PRE- AND POST-RESPONSES ON GOOD QUALITIES FOR CONTROL TEENS

Pre-Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	18 60.0	12 40.0	0 0.0	0 0.0	30 34.1
Agree	11 22.0	39 78.0	0 0.0	0 0.0	50 56.8
Disagree	0 0.0	7 100.0	0 0.0	0 0.0	7 8.0
Strongly Disagree	0 0.0	0 0.0	1 100.0	0 0.0	1 1.1
Column Total	29 33.0	58 65.9	1 1.1	0 0.0	88 100.0

agreement on the posttest.

The chi square for the experimental teens was significant at the 0.0000 level with a contigency coefficient of 0.54905, indicating the degree of association as being 54.9 percent. Gamma showed an even higher association at 0.63275, or 63.3 percent. For the control teens, chi square was significant at the 0.0000 level, with a contigency coefficient of 0.73626 and gamma equal to 0.76512.

Item 3.--The third item was "All in all, I feel that I am a failure." This item was one on which categories were reversed, so that one = strongly disagree. Significance was achieved again both for experimental and control teens, but more so for the latter respondents (Tables 9 and 10). The shifts between pre- and posttests were quite large, with experimental teens moving from pretest disagreement to posttest strong disagreement (an improvement in self esteem on this item). The largest shift, proportionally, was the movement by control teens from pretest agreement to posttest disagreement.

Chi square for the experimental teens was significant at the 0.0395 level with a contigency coefficient of 0.39404 and gamma of 0.32099. As a consequence, the association or dependence between pre- and post-responses was not high. In the case of the control teens, chi square was significant at the 0.0039 level with a contigency coefficient of 0.46724 (46.7 percent) and gamma equal to 0.58049 (58.0 percent).

Item 4.--Item 4, "I am able to do things as well as most other people," was significant for the two sets of teens (Tables 11 and 12). A large proportion of teens shifted from pretest agreement to posttest strong agreement.

An examination of the marginals for experimental teens shows that 33.3 percent of the pretest held strong agreement while the post-test total was 40.6 percent in this category. As strong agreement increased, agreement decreased from 56.3 to 51.0 percent. The same was true for the control teens in similar proportions.

Chi square for the experimental teens was significant at the 0.0020 level, with a contingency coefficient of 0.42154 and a gamma of 0.54139. The chi square for control teens was more significant at 0.0000 with a similarly higher level of association (C coefficient = 0.60297 and gamma = 0.58143).

Item 5.--Item 5 was another reverse order statement: "I feel I do not have much to be proud of." The higher the self esteem on this item, the greater the tendency to disagree. Pride was significant for the experimental teens, but not for the control teens. In fact, the self esteem of the latter grouping tended to show a decrease (Tables 13 and 14). Experimental teens increased in the strong disagreement category from 36.5 to 54.2 percent. There was a corresponding decrease for disagreement, but a slight increase for agreement. Control teens decreased on strong agreement, although not significantly, while they increased in the agreement category.

TABLE 9

PRE- AND POST-RESPONSES ON FAILURE FOR EXPERIMENTAL TEENS

Pre-Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	0	0	0	1	1
	0.0	0.0	0.0	100.0	1.0
Agree	1	1	3	3	8
	12.5	12.5	37.5	37.5	8.3
Disagree	0	2	19	21	42
	50.0	4.8	45.2	50.0	43.8
Strongly Disagree	0	0	16	29	45
	0.0	0.0	35.6	64.4	46.9
Column Total	1	3	38	54	96
	1.0	3.1	39.6	56.3	100.0

TABLE 10

PRE- AND POST-RESPONSES ON FAILURE FOR CONTROL TEENS

Pre-Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	0	1	0	1	2
	0.0	50.0	0.0	50.0	2.3
Agree	1	2	7	1	11
	9.1	18.2	63.6	9.1	12.6
Disagree	1	3	17	8	29
	3.4	10.3	58.6	27.6	33.3
Strongly Disagree	2	0	15	28	45
	4.4	0.0	33.3	62.2	51.7
Column Total	4	6	39	38	87
	4.6	6.9	44.8	43.7	100.0

TABLE 11

PRE- AND POST-RESPONSES ON DOING THINGS FOR EXPERIMENTAL TEENS

Pre-Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	21 65.6	9 28.1	1 3.1	1 3.1	32 33.3
Agree	16 29.6	35 64.8	3 5.6	0 0.0	54 56.3
Disagree	2 20.0	5 50.0	2 20.0	1 10.0	10 10.4
Column Total	39 40.6	49 51.0	6 6.3	2 2.1	96 100.0

TABLE 12

PRE- AND POST-RESPONSES ON DOING THINGS FOR CONTROL TEENS

Pre-Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	14 60.9	9 39.1	0 0.0	0 0.0	23 26.1
Agree	11 20.0	40 72.7	4 7.3	0 0.0	55 62.5
Disagree	2 28.6	3 42.9	2 28.6	0 0.0	7 8.0
Strongly Disagree	1 33.3	0 0.0	1 33.3	1 33.3	3 3.4
Column Total	28 31.8	52 59.1	7 8.0	1 1.1	88 100.0

TABLE 13

PRE- AND POST-RESPONSES TO PRIDE FOR EXPERIMENTAL TEENS

Pre-Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	0	2	1	6	9
	0.0	22.2	11.1	66.7	9.4
Agree	1	1	2	2	6
	16.7	16.7	33.3	33.3	6.3
Disagree	1	4	25	16	46
	2.2	8.7	54.3	34.8	47.9
Strongly Disagree	0	1	6	28	35
	0.0	2.9	17.1	80.0	36.5
Column Total	2	8	34	52	96
	2.1	8.3	35.4	54.2	100.0

TABLE 14

PRE- AND POST-RESPONSES TO PRIDE FOR CONTROL TEENS

Pre-Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	1	1	1	3	6
	16.7	16.7	16.7	50.0	6.8
Agree	0	2	4	1	7
	0.0	28.6	57.1	14.3	8.0
Disagree	0	5	16	11	32
	0.0	15.6	50.0	34.4	36.4
Strongly Disagree	1	3	14	25	43
	2.3	7.0	32.6	58.1	48.9
Column Total	2	11	35	40	88
	2.3	12.5	39.8	45.5	100.0

The chi square for experimental teens was significant at the 0.0008 level, with contingency coefficient equal to 0.47910 and gamma equal to 0.46444. The C coefficient and gamma do not indicate as strong a level of association as was found with some of the other items. The significance level of control teens was 0.0704, which is above the acceptance level for rejection of the null hypothesis of independence.

Item 6.--Item 6 was "I take a positive attitude toward myself." The pre- and post-responses both for experimental and control teens was significant although in somewhat different directions (Tables 15 and 16). The marginals for experimental teens showed exactly the same percentage of strong agreements while the agreement category revealed a decrease, and the disagreement and strong disagreement (not present on the pre-test) show an increase. The control teens showed a movement from strong agreement to agreement with a loss of strong disagreement responses.

The chi square for experimental teens was significant at the 0.0001 level with C = 0.34453 and gamma = 0.51799. Using gamma, the amount of association or dependence was greater for gamma than for the contigency coefficient. Chi square for the control teens was significant at the 0.0000 level with C = 0.54407 and gamma = 0.78759. The association for pre- and post-responses for control teens was higher.

Item 7.--Item 7, "On the whole, I am satisified with myself," was also significant for the experimental and control teens. This item showed some ambivalence for the experimental teens which was less true for the control teens (Tables 17 and 18). Most of the experimental teens who strongly agreed with the item on the pretest moved toward agreement and disagreement on the posttest. Those who agreed on the pretest tended to agree on the posttest. Those who strongly disagreed on the pretest changed completely to the other categories of response on the posttest. In general, larger proportions of the control teens than the experimental teens either strongly agreed or strongly disagreed on both the pre- and posttests.

Chi square for the experimental teens was significant at 0.0003 with C equal to 0.45515 and gamma equal to 0.42610. Chi square for the control teens was 0.0004 with C equal to 0.50630 and gamma equal to 0.58568.

Item 8.--Item 8, "I wish I could have more respect for myself," was a reversed item; i.e., the greater the disagreement, the greater the self esteem. The findings were significant also for this item. The control teens gained slightly more in self esteem than the control teens on the posttest although both sets of teens were very similar (Tables 19 and 20). The modal responses on the pre- and posttest were agreement with the item which indicated a lack of self esteem on this item.

Chi square for the experimental teens was significant at the 0.0073 level with a contingency coefficient of 0.43796 but a gamma of only 0.34723. For the control teens, chi square was significant at the 0.0008 level with C equal to 0.49969 and gamma equal to 0.48502.

TABLE 15

PRE- AND POST-RESPONSES TO POSITIVE SELF ATTITUDE FOR EXPERIMENTAL TEENS

Pre-Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	11 47.8	11 47.8	1 4.3	0 0.0	23 24.0
Agree	10 15.4	47 72.3	4 6.2	4 6.2	65 67.7
Disagree	2 25.0	2 25.0	4 50.0	0 0.0	8 8.3
Column Total	23 24.0	60 62.5	9 9.4	4 4.2	96 100.0

TABLE 16

PRE- AND POST-RESPONSES TO POSITIVE SELF ATTITUDE FOR CONTROL TEENS

Pre-Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	15 65.2	8 34.8	0 0.0	... ...	23 26.1
Agree	5 10.0	38 76.0	7 14.0	... ...	50 56.8
Disagree	1 7.7	7 53.8	5 38.5	... ...	13 14.8
Strongly Disagree	0 0.0	1 50.0	1 50.0	... ...	2 2.3
Column Total	21 23.9	54 61.4	13 14.8	... ...	88 100.0

TABLE 17

PRE- AND POST-RESPONSES TO SELF SATISFACTION FOR EXPERIMENTAL TEENS

Pre-Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	13 54.2	6 25.0	4 16.7	1 4.2	24 25.0
Agree	8 12.9	45 72.6	8 12.9	1 1.6	62 64.6
Disagree	1 10.0	5 50.0	4 40.0	0 0.0	10 10.4
Column Total	22 22.9	56 58.3	16 16.7	2 2.1	96 100.0

TABLE 18

PRE- AND POST-RESPONSES TO SELF SATISFACTION FOR CONTROL TEENS

Pre-Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	12 46.2	13 50.0	1 3.8	0 0.0	26 29.5
Agree	11 30.6	20 55.6	4 11.1	1 2.8	36 40.9
Disagree	2 10.0	6 30.0	11 55.0	1 5.0	20 22.7
Strongly Disagree	1 16.7	1 16.7	4 66.7	0 0.0	6 6.8
Column Total	26 29.5	40 45.5	20 22.7	2 2.3	88 100.0

TABLE 19

PRE- AND POST-RESPONSES TO SELF RESPECT FOR EXPERIMENTAL TEENS

Pre- Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	4	1	1	2	8
	50.0	12.5	12.5	25.0	8.4
Agree	5	22	11	3	41
	12.2	53.7	26.8	7.3	43.2
Disagree	1	12	13	4	30
	3.3	40.0	43.3	13.3	31.6
Strongly Disagree	2	3	7	4	16
	12.5	18.8	43.8	25.0	16.8
Column Total	12	38	32	13	95
	12.6	40.0	33.7	13.7	100.0

TABLE 20

PRE- AND POST-RESPONSES TO SELF RESPECT FOR CONTROL TEENS

Pre-Responses	Post- Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	6	3	2	0	11
	54.5	27.3	18.2	0.0	12.8
Agree	2	21	8	3	34
	5.9	61.8	23.5	8.8	39.5
Disagree	3	11	12	4	30
	10.0	36.7	40.0	13.3	34.9
Strongly Disagree	0	3	5	3	11
	0.0	27.3	45.5	27.3	12.8
Column Total	11	38	27	10	86
	12.8	44.2	31.4	11.6	100.0

Item 9.--The ninth item, "I certainly feel useless at times," was a reverse item also. The findings for experimental teens were not significant although they were for control teens (Table 21 and 22). All teens tended to agree with this item with the greatest change occurring in the shift for control teens to disagreement and for experimental teens to strong disagreement.

Chi square for the experimental teens was significant at the 0.3498 level (not acceptable) with C equal to 0.30726 and gamma equal to 0.26876. Chi square for the control teens was significant at the 0.00055 level with C equal to 0.45790 and gamma equal to 0.50515.

Item 10.--Item 10, another reverse item, was "At times, I think I am no good at all." The findings for both sets of teens were significant (Tables 23 and 24). With the experimental teens, there was a slightly greater increase in the posttest for strong disagreement (from 19.8 percent to 25.0 percent). The control teens demonstrated even greater increases in self esteem on the posttest with 59.8 percent as contrasted with 45.9 percent on the pretest who disagreed or disagreed strongly. In fact, 42.5 percent agreed with the item on the pretest while only 31.0 percent did so on the posttest.

Summary

In almost all instances, it was found that pre- and post-responses to the self esteem scale were significant which meant that the before and after responses were not independent of each other. Before discussing these findings, words of caution are necessary. Chi square assumes a sufficient number of cases that theoretically no cell would have less than five in the cell. This assumption would be met by an N of 60 for a 3 x 4 table and an N of 80 for a 4 x 4 table. The assumption was met since the smallest N was 86. There were cells, however, that had an observed frequency of zero to four. The chi square values, therefore, may be spurious.

The significant findings for the items on the self-esteem scale, even if spurious, did indicate the experimental teens may have been affected to some extent by participation in the program. In part, however, these teens were a selected grouping of students and had lower mean pretest scores than did the control teens on all but two of the items. The total pretest mean for both categories illustrates this factor (Tables 3 and 4). The posttest means showed the same pattern although the control teens improved slightly more than the experimental teens on self esteem. All of the teens had higher means on items 8 through 10, which were reversed items. The experimental teens tended to lose in self esteem on items that might be in accordance with the type of program in which they were enrolled; i.e., close supervision of activities with ongoing feedback about their work. An examination of Table 3 shows these items (1, 6, 7, and 8). Another aspect of participation in the program was conceivably more self-questioning.

At the same time, however, the control teens were not significantly lower for total mean scores when compared with the experimental teens. The post-mean

TABLE 21

PRE- AND POST-RESPONSES TO USELESSNESS FOR EXPERIMENTAL TEENS

Pre-Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	1	7	2	2	12
	8.3	58.3	16.7	16.7	12.5
Agree	6	26	13	6	51
	11.8	51.0	25.5	11.8	53.1
Disagree	0	12	10	2	24
	0.0	50.0	41.7	8.3	25.0
Strongly Disagree	0	3	3	3	9
	0.0	33.3	33.3	33.3	9.4
Column Total	7	48	28	13	96
	7.3	50.0	29.2	13.5	100.0

TABLE 22

PRE- AND POST-RESPONSES TO USELESSNESS FOR CONTROL TEENS

Pre-Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	3	7	3	0	13
	23.1	53.8	23.1	0.0	14.8
Agree	5	29	12	1	47
	10.6	61.7	25.5	2.1	53.4
Disagree	1	8	4	6	19
	5.3	42.1	21.1	31.6	21.6
Strongly Disagree	0	2	5	2	9
	0.0	22.2	55.6	22.2	10.2
Column Total	9	46	24	9	88
	10.2	52.3	27.3	10.2	100.0

TABLE 23

PRE- AND POST-RESPONSES TO SELF GOODNESS FOR EXPERIMENTAL TEENS

Pre-Responses	Post-Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	1	5	3	2	11
	9.1	45.5	27.3	18.2	11.5
Agree	4	18	6	5	33
	12.1	54.5	18.2	15.2	34.4
Disagree	4	8	15	6	33
	12.1	24.2	45.5	18.2	34.
Strongly Disagree	0	0	8	11	19
	0.0	0.0	42.1	57.9	19.8
Column Total	9	31	32	24	96
	9.4	32.3	33.3	25.0	100.0

$\chi^2 = 29.37096$ (9 df); p = 0.0006; C = 0.48402; G = 0.47951

TABLE 23

PRE- AND POST-RESPONSES TO SELF GOODNESS FOR CONTROL TEENS

Pre-Responses	Post- Responses				Row Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
Strongly Agree	1	5	2	2	10
	10.0	50.0	20.0	20.0	11.5
Agree	6	17	13	1	37
	16.2	45.9	35.1	2.7	42.5
Disagree	1	5	11	8	25
	4.0	20.0	44.0	32.0	28.7
Strongly Disagree	0	0	4	11	15
	0.0	0.0	26.7	73.3	17.2
Column Total	8	27	30	22	87
	9.2	31.0	34.5	25.3	100.0

$\chi^2 = 36.79703$ (9 df); p = 0.0000; C = 0.54519; G = 0.64501 was slightly higher than the pre-mean for experimentals. Three of the items on which the experimentals lost in self esteem were the same for the controls. Controls gained on one item for which experimentals decreased: "On the whole, I am satisfied with myself." It is possible, of course, that the controls had no reason to question themselves since their activities were not monitored as closely as the experimentals.

The Fey Acceptance of Others Scale

The Fey Acceptance of Others Scale was designed in 1955 for the purpose of testing the relationship between three separate variables: feelings of self acceptance; acceptance of others, and feelings of acceptability to others. The acceptance of others scale consists of 20 attitude statements with possible responses ranging from almost always (scored as one) to Very Rarely (scored as five). There were reverse items also for this scale. The total scale scores, then, range from a low of 20 to a high of 100 (high acceptance of others). In addition, there are five items in the acceptability to others scale which constitute items 21 through 25 of the instrument as used in the present study. The combined scales ranged in total scores from 25 to 125. The higher the score, the greater the acceptance of others and the greater the acceptability to others. The reader should bear in mind that the Rosenberg self-esteem scale operates in the opposite direction (the lower the score, the greater the self esteem). Since the range of total scores was so large, the categories had to be collaped into intervals of five. Those categories that pertain to the present discussion are the following: 10 = scores of 70 through 74 (there were no total scores lower than 70); 11 = scores of 75 through 79; 12 = scores of 80 through 84; 15 = scores of 95 through 99. There were no total scores not included in the collapsed categories.

The means of the total scores were not compared through the t-test because the responses were collapsed. Data are presented, however, by total mean score and location for experimental and control teens and by pre- and post-means and modes for each item for both sets of teens.

It may be remembered that the minority teens tended to have higher self esteem scores, but minority students showed greater variation on their feelings of acceptance of others and acceptability to others. The experimental teens in total felt relatively higher feelings of acceptability than did the control teens and overall gained slightly in this aspect (0.031) in terms of total means. The control teens, however, decreased on the total mean for acceptability (-0.060). Examination of the three locations, two of which were completely or predominantly minority and one which was mixed black and white, showed some interesting results.

The Chicago experimental teens (all black) demonstrated the lowest acceptance of others and acceptability to others pretest scores than did the Little Rock and San Antonio teens. San Antonio was next in low scores and Little Rock was considerably higher. While all three groupings of experimental teens decreased on total mean scores for the posttest, Little Rock fell the most followed by Chicago and San Antonio. In terms of the control teens in each location, the pattern of loss was shown, but the greatest loss was in San

Antonio followed by Chicago and Little Rock. The overall gain for experimental teens was not demonstrated in the increases and decreases by location, since all locations decreased in attitudes toward acceptance of others. The same finding was true of control teens except the order and the magnitude differed: San Antonio decreased more than Chicago and Little Rock. The overall decrease for control teens is reflected in these figures (Table 25).

The collapsing of categories could have led to minute changes within the intervals that might explain the type of teen changes such that there was a slight increase in acceptance of others for experimental teens despite the locational findings and a slight decrease in acceptance for control teens. It is extremently difficult, however, to explain the great decrease for Little Rock experimental teens in such a manner.

Minority students, given the recent discussions and displays of racism, would be expected to feel less acceptance of others and less acceptability to others. The two predominantly minority teen locations did so indicate. On the other hand, a question must be raised as to why Little Rock with a mixed minority and non-minority teen population decreased in acceptance to a greater extent than did the minority teen populations in Chicago and San Antonio. The control teens followed a much more explainable pattern since these teens were lower in the beginning and continued to decrease in feelings of acceptance and acceptability at the time of the posttest. The decreases among these teens were higher within the minority populations, particularly San Antonio, than they were among the mixed grouping in Little Rock.

These findings were sufficiently important to undertake a comparison of each item for experimental and control teens (Tables 26 and 27).It should be noted that the descriptive report submitted in July, 1973, gives the locational differences. Changes that occurred for pretest and posttest items were crosstabulated but most of the N's were too small for consideration with the assumptions of contingency tables (a minimum theoretical frequency of five per cell). The N's fell well below the needed one of 125 for these cells so the runs had to be eliminated. The discussion, therefore, revolves around the pretest and posttest means for each item.

The numeric values for responses were as follows: (1) almost always, (2) sometimes, (3) neutral, (4) rarely, and (5) very rarely. For the reverse items, the scoring was exactly the opposite (e.g., 1 = very rarely). The lowest item on the scale both for the pretest and the posttest experimental teens was "I wish people would be more honest with you" (Table 26). The highest rated item, "I like people I get to know," was a reverse item. Of the seven reverse items, only two decreased on the post-mean, while nine or one-half of the positively stated items decreased for the post-mean. With acceptance of others, the items that tended to decrease between the pre- and post-means would appear to imply a distrust of people and conceivably a rebellion to sources of authority. In terms of acceptability to others, the teens gave the impression of criticism by others and lack of understanding by others for the items where the means decreased.

In general, the teen means grouped toward the neutral category which is the explanation for the total means being in the score interval of 75 through

TABLE 25

PRE- AND POST-MEAN TOTAL SCORES ON ACCEPTANCE OF OTHERS SCALE BY TYPE OF TEEN AND BY LOCATION

Category of Respondent	Pre-Mean	Post-Mean	Change
Type of Teen			
Experimental	11.224	11.255	0.031
Control	10.835	10.775	-0.060
Experimental Teens			
Chicago	10.792	10.571	-0.221
Little Rock	15.204	11.469	-3.735
San Antonio	11.483	11.393	-0.090
Control Teens			
Chicago	10.167	9.857	-0.310
Little Rock	10.725	10.551	-0.174
San Antonio	11.353	10.941	-0.412

through 79. The use of a neutral category often leads to this type of result and probably in this case should be deleted in favor of forced answers.

The modal responses tended to be higher than the means with the exception of the two smallest means for "People really need a strong, smart leader" and "I wish people would be more honest with you." The mode on the pre- and posttests for these items was one. Modes of five were found for three of the items, indicating a high acceptance of others and acceptability to others. The total mode decreased from 12 to 11. The modes are shown in Tables 26 and 27 primarily for descriptive purposes since modes cannot be manipulated mathematically.

The control teens were quite different from the experimental teens. In terms of total means, this grouping of teens fell into the score interval of 70 through 74 on the pretest and posttest (Table 27). As noted above, the controls decreased overall in their acceptance of others scores (-0.060). The decrease is understandable since these teens decreased in mean scores on 14 items.

The decreases in means seemed even more to be a function of distrust than with the experimental teens since there was also an element of dislike of people, which, coupled with the self-esteem scores, might indicate a lack of liking for themselves. On the first three items, for example, the experimental teens increased in acceptance ofothers while the control teens decreased ("People are too easily led," "I like people I get to know," and "People these days have pretty low moral standards"). The same was true with the following items: "People get ahead by using 'pull,' and not because of

TABLE 26

PRE- AND POST-MEANS AND MODES ON ACCEPTANCE OF OTHERS FOR EXPERIMENTAL TEENS

Item	Pre-Mean	Post-Mean	Change	Pre-Mode	Post-Mode
People are too easily led.	2.514	2.653	0.499	3	3
I like people I get to know.*	3.953	4.163	0.210	5	5
People these days have pretty low moral standards.	3.140	3.144	0.004	3	3
Most people are pretty smug about themselves, never really facing their bad points.	2.561	2.474	-0.087	3	2
I can be comfortable with nearly all kinds of people.*	3.374	3.531	0.157	3	5
All people can talk about these days, it seems, is movies, TV, and foolishness like that.	3.121	3.031	-0.090	4	3
People get ahead by using "pull," and not because of what they know.	2.925	2.948	0.023	3	3
If you once start doing favors for people, they'll just walk all over you.	2.963	2.878	-0.085	3	3
People are too self-centered.	2.879	2.722	-0.157	3	3
People are always dissatisfied and hunting for something new.	2.262	2.388	0.126	2	2
With many people you don't know how you stand.	2.636	2.765	0.129	3	3
You've probably got to hurt someone if you're going to make something out of yourself.	3.523	3.357	-0.166	5	5
People really need a strong, smart leader.	2.168	2.265	0.097	1	1
I enjoy myself most when I am alone, away from people.	3.748	3.286	-0.462	5	4
I wish people would be more honest with you.	1.981	2.184	0.203	1	1
I enjoy going with a crowd.*	3.682	3.448	-0.234	5	3
In my experience, people are pretty stubborn and unreasonable.	3.168	3.124	-0.044	3	3

TABLE 26--Continued

Item	Pre-Mean	Post-Mean	Change	Pre-Mode	Post-Mode
I can enjoy being with people whose values are very different from mine.*	3.028	3.214	0.186	3	3
Everybody tries to be nice.*	2.944	3.255	0.311	3	3
The average person is not very well satisfied with himself.	2.953	3.165	0.212	3	3
Acceptability to Others:					
People are quite critical of me.	3.505	3.459	-0.046	4	4
I feel "left out," as if people don't want me around.	3.776	3.633	-0.143	5	5
People seem to respect my opinion about things.*	3.636	3.765	0.129	4	4
People seem to like me.*	3.765	3.925	0.160	4	4
Most people seem to understand how I feel about things.*	3.698	3.643	-0.055	4	4
Total Score	11.224	11.255	0.031	12	11

*Reverse items.

what they know," "People are always dissatisfied and hunting for something new," "With many people you don't know how you stand,' "I can enjoy being with people whose values are very different from mine," and "The average person is not very well satisfied with himself." The reverse was shown on the following items: "You've probably got to hurt someone if you're going to make something out of yourself," "I enjoy myself most when I am alone, away from people," "I enjoy going with a crowd," and "Most people seem to understand how I feel about things."

The control teens would appear to have demonstrated a pattern of response that was highly inconsistent; e.g., enjoyment when alone and enjoyment with a crowd. On the other hand, however, it may be that the control teens were not comfortable in close interpersonal situations but felt protected in a group situation such as a crowd and assumed a sense of understanding of themselves under the circumstances.

The modal responses, as with the experimental teens, tended to cluster around the neutral category.

Summary

The acceptance of others and acceptability to others scale was not analyzed item by item for movement between the pre- and post-scores because the number of cases was too small. The item means and modes were

TABLE 27

PRE- AND POST-MEANS AND MODES ON ACCEPTANCE OF OTHERS FOR CONTROL TEENS

Item	Pre-Mean	Post-Mean	Change	Pre-Mode	Post-Mode
People are too easily led.	2.621	2.500	-0.121	3	3
I like people I get to know.*	4.165	3.856	-0.309	5	5
People these days have pretty low moral standards.	3.225	3.100	-0.125	3	3
Most people are pretty smug about themselves, never really facing their bad points.	2.777	2.544	-0.233	3	3
I can be comfortable with nearly all kinds of people.*	3.294	3.378	0.084	5	5
All people can talk about these days, it seems, is movies, TV, and foolishness like that.	3.272	3.233	-0.039	3	3
People get ahead by using "pull," and not because of what they know.	3.126	2.922	-0.204	3	3
If you once start doing favors for people, they'll just walk all over you.	2.660	2.900	0.240	3	3
People are too self-centered.	2.816	2.644	-0.172	3	3
People are always dissatisfied and hunting for something new.	2.233	2.000	-0.233	1	1
With many people you don't know how you stand.	2.806	2.622	-0.184	3	3
You've probably got to hurt someone if you're going to make something out of yourself.	3.314	3.556	0.242	5	5
People really need a strong, smart leader.	1.932	2.011	0.079	1	1
I enjoy myself most when I am alone, away from people.	3.068	3.244	0.176	3	3
I wish people would be more honest with you.	1.932	1.956	0.024	1	1
I enjoy going with a crowd.*	3.206	3.267	0.061	5	3
In my experience, people are pretty stubborn and unreasonable.	3.165	3.000	-0.165	4	3

TABLE 27--Continued

Item	Pre-Mean	Post-Mean	Change	Pre-Mode	Post-Mode
I can enjoy being with people whose values are very different from mine.*	3.330	3.133	-0.197	4	3
Everybody tries to be nice.*	2.941	3.456	0.515	3	3
The average person is not very well satisfied with himself.	3.204	3.011	-0.193	3	3
Acceptability to Others:					
People are quite critical of me.	3.376	3.303	-0.073	3	3
I feel "left out," as if people don,t want me around.	3.676	3.556	-0.120	5	5
People seem to respect my opinion about things.*	3.471	3.578	0.107	4	4
People seem to like me.*	3.686	3.856	0.170	4	4
Most people seem to understand how I feel about things.*	3.314	3.556	0.242	3	3
Total Score	10.835	10.775	-0.060	11	11

*Reverse items.

presented and it was found that the experimental teens increased in positive attitudes while the control teens decreased in such attitudes. The changes, as a total, are somewhat difficult to explain but an examination of the findings by location and type of teen (Table 25) showed differentials for both which would, of course, affect the total means.

Given that the means for locations which were predominantly minority in composition were low, it is readily understandable that minority status in this country would lower attitudes toward the acceptance of others and acceptability to others. To what extent the program affected the changes that occurred cannot be assessed, but there would appear to be some effect. As hypothesized in the first report, exposure to the reality of working with several different groupings of people (parents of children, children, and staff) affected the experimental teens may be considered. The experimental teens were subjected to a different type of supervision and criticism, however given, than were the control teens. It is possible, of course, that being singled out for participation in the program could have meaning to the teens as well as have a differential drawing power on those who wanted to participate. The control teens, selected randomly to the extent possible, held many of the same expectations for acceptance of others on the pretest, but having to deal with the routines of life as they moved to adulthood brought more of the feelings of rejection by others with its consequent rejection of others. With the experimental teens, all of whom decreased on the posttest, the Little Rock teens presented an anomaly in their large decrease. Without information on the individuals and without interviews, it is virtually impossible to account for this finding. The Mexican American teens in San Antonio showed the slightest decrease for experimental teens but for the control teens acceptance of others was higher in the beginning, and while decreasing the most, still remained the highest on the posttest. One aspect of this finding might be related to the value placed on community and acceptance within the Mexican American community held by these teens.

Measurement of the impact of Project ACT with these ambiguous findings is difficult. ACT apparently had an effect on the teens, but whether it is the reality of working under supervised gudiance and training accounted for all of the changes is only an hypothesis. The controls did not have this one-to-one experience with young children, their parents, and the staff.

Parent Attitude Research Instrument

The Parent Attitude Research Instrument (PARI) was used to compare experimental and control teens, parents of young children, parents of experimental teens, and staff. The staff N was too small in number to discuss these findings in terms of the subsequent analyses. The following discussion is based on an abbreviated form of the PARI. The PARI was developed by Schaefer and Bell originally to deal with the domain of mother-child interaction as related to maternal behavior with the child as such behavior might affect the personality development of the child.[5] The instrument was designed as a Likert-type summated scale of 115 items divided into 23 subscales based on previous literature and research. The higher the amount of agreement with each item, the higher the scale score. Responses were forced into the following categories: strongly agree, mildly agree, mildly disagree, and strongly disagree. There was no neutral category for any item.

Development of the instrument required first the selection of ten items for each scale. The Kuder-Richardson formula 20 was used to measure internal consistency. Those five items showing the highest reliability coefficients were selected to make up each of the 23 resulting scales.

The PARI, in shortened form (51 items) was administered to parent participants in preschool programs funded through the poverty program in Los Angeles for the purpose of measuring change in parental attitudes between entering and leaving the program. The rationale, applicable for the present study, for such a measurement was given by the programs which indicated they planned to work with the mothers and to involve them in the program. One of the difficulties in such an instrument is what Zuckerman (and others) have called the acquiescence response set, or the tendency to agree to items. Nevertheless, the PARI was used.

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[5] Earl S. Schaefer and Richard Q. Bell, "Development of a Parental Attitude Research Instrument," Journal of Abnormal and Social Psychology, 54 (May, 1957), 391.

The form of the test was shortened from 115 items to 51 by the Los Angeles Board of Education, but no explanation has been obtained. The shortened form appears to deal more specifically with child-rearing items. This latter form was administered with one to five items in each subscale to yield 13 of the original 23 subscales.

Criticism of the PARI is the gross measurement of the items as opposed to open-ended questions. It was not possible, however, to interview (and probe) each respondent and obtain open-ended responses from the four groupings of respondents under consideration in the present study.

Factor analyses were conducted on the item responses for these respondents. The purpose of factor analysis is to cluster or condense a large number of items into a more manageable set of data. In the present study there were 51 items to be reduced in this manner. Although item analysis could have been done, underlying dimensions of the items would not have been determined.

Jones, in discussing the general factor model, pointed out that the variance of each test may be partialled into four parts:

1. information common to the domain called the communality (h^2) of the test;
2. information specific to the single test called the specificity (b^2) of the test;
3. information due to random or unpredictable processes called error (e^2); and
4. all information peculiar to the test called the uniqueness (u^2) of the test.[6]

Through the additive property of variance it may be shown algebraically that variance is equal to communality plus uniqueness which is the summation of specificity and error variance. Factor analysis, then, is concerned with communality and uniqess (which correspond to explained and unexplained variance, respectively).

Factors are axes in n-dimensional space in which effort is made to maximize the variance on the longest axis which represents a test. The shortest axis has the least amount of variance. Every respondent on the test achieves a score for that test. Through the standardization of these scores a new score may be computed as a factor score which indicates the best score for each individual on the factor. When the original score is correlated with the new factor score, a factor loading is obtained for each variable. The number of factors extracted by this method may never be more than the number of test items, but should be considerably less to attain the desired results of more manageable data.

While there are several methods of extracting factors, one of the most common techniques is principal components factor analysis. In this procedure, each factor is a component in the explanation of variance. Principal components analysis (PCA) is the first step in the actual factor analysis: "the first principal axis is defined as that linear combination of variables which explains the most variance."[7] This components analysis correlates the actual score with the computed standardized score to provide a correlation (according to all product-moment correlation techniques) between the actual and the new score. Component analyses deal with all variance, common and unique. Such an analysis equates latent roots (explained variance) with the sum of squares obtained in a rotated factor analysis to explain variance.

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[6] Kenneth J. Jones, Multivariate Statistics (New York: McGraw-Hill Book Co., Inc., in press).

The PCA factors are next rotated to "obtain a more interpretable pattern of factor loadings and to facilitate estimations of the scores of people on the factors."[8] These rotations are of two types: orthogonal and oblique. Orthogonal rotations maintain the factors at 90-degree angles to keep them uncorrelated. Oblique rotations do not have the constraints of noncorrelation of factors. Additionally, there are two analytic methods of rotation: quartimax and varimax. "An analytic criterion is one that is stated in terms of a precise mathematical rule, or set of rules, rather than only in terms of a verbal description."[9] The quartimax analytic rotation is a method to maximize the sum of variances of rows obtained by squaring the loadings and summing across rows of factor loadings. The varimax method "maximizes the sum of variances of squared loadings in the columns of the factor matrix."[10]

The PARI data of the present study were submitted to a varimax orthogonal analytic rotation. On the bases of these techniques four factors were obtained for the pre- and posttests for all respondents except the experimental teens who had two factors only on the pretest.

There were two questions to be answered in analyzing these results: (1) what was a satisfactory factor loading on a variable for its inclusion on a factor and (2) how should the factors be labelled? The answer to the first question is not standardized, but, rather, is arbitrary. Accordingly, the highest factor loading on each variable led to the assignment of that variable to a factor, regardless of positive or negative signs. There were few loadings in Nunnally's category of very small, i.e., under 0.30. Other loadings followed the schema of very low (0.30 but less than 0.40); low (0.40 but less than 0.50); moderate (0.50 but less than 0.60); high (0.60 but less than 0.70); and very high (0.70 and above).

The second question of labelling was more difficult. Certain factors were extracted in a previous study by the investigator which were in some cases similar in the present study. The difficulty in labelling factors is the use of value-laden terms. In presenting the findings during the present study, certain labels applied for similar factors extracted from differing groups of respondents. As they are discussed, they will be labelled and explained. Many of the labels are the same although the items may vary in their factor loading strengths.

Tables 28 through 35 show the pre- and post-PCA and rotated factor loadings and explained variance for the four groupings of respondents. The factor loadings by type of respondent on the pre-and post-PARI are shown in Tables 36 through 65 by items. (See the June, 1973, report for arrangement of the items and the subscales.) Although each set of tables has been grouped together, there will be an individual discussion of them.

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[7] Jum C. Nunnally, Psychometric Theory (New York: McGraw-Hill Book Co., 1967), p. 315.

[8] Ibid., p. 321.   [9] Ibid., p. 332.   [10] Ibid.

Communality or Explained Variance

As discussed previously, communality (h^2) is the information common to the domain and amounts to what is termed explained variance. Explained variance does not vary in quantity before and after factor rotation. Rotation serves only to redistribute the variance according to the extracted factors. The communality, however, does not change. The amount of explained variance is a constant with PCA and rotated factors. Greater explanatory power is sought through rotation so that the contribution of certain factors is shifted to maximize and to minimize their effects. As a consequence, discussion of Tables 28 through 35 are based on these understandings.

Experimental teens.--On the pretest, experimental teens had only two factors which yielded a communality of 12.714 (Table 28). The differences, however, which occurred revealed a strong Factor 1 (as usual) that lost explanatory power when the factors were rotated and the rotated factors were almost equal in this power.

On the posttest, however, communality increased to 18.505. This finding would be expected since the posttest yielded four factors, which is more in keeping with previous factor analyses of the PARI. The greatest increase in communality for the four groupings of respondents occurred with the experimental teens. While this finding is speculative, it is hypothesized that such an occurrence took place because of the small number of factors extracted on the pre-PCA rotation which increased to the usual number on the posttest.

Control teens.--The control teens, on the pretest, showed an explanatory power of 15.175 which increased to 18.335 on the posttest. Again, there were certain factors which gained in explanatory power after rotation (Tables 30 and 31). Such findings should be kept in mind as the items of the factor analysis are discussed below. The variability of control teens was far less than that of the experimental teens.

Parents of young children.--The parents of young children showed the least amount of change between the pre- and posttest PARI factor analyses, but they were in the same direction of increased explanatory power (Tables 32 and 33).

Parents of experimental teens.--Parents of experimental teens showed the same increase in explained variance between the pre- and posttest PARI factor loadings (Tables 34 and 35). It should be noted the amount of variance explained by Factor 1 for these parents both on the pre- and post-rotations (13.164 and 14.682, respectively) were quite high.

It is of interest that the teens, whether experimental or control, were lower in explained variance than were the parents of children and of teens.

TABLE 28

PRE-PCA AND ROTATED FACTOR LOADINGS AND EXPLAINED VARIANCE FOR EXPERIMENTAL TEENS

	Factor 1	Factor 2	Communality[a]
Latent Roots (PCA)[b]	9.819	2.895	12.714
Sum of Squares	6.641	6.073	12.714

[a] Communality refers to the summation of the loadings for each row of factor loadings.

[b] Latent roots for each factor may be interpreted as that part of the variance of the original variables due to that factor. The sum of squares has the same interpretation for the rotated factors.

TABLE 29

POST-PCA AND ROTATED FACTOR LOADINGS AND EXPLAINED VARIANCE FOR EXPERIMENTAL TEENS

	Factor 1	Factor 2	Factor 3	Factor 4	Communality
Latent Roots	9.931	3.623	2.549	2.403	18.505
Sum of Squares	6.605	3.606	3.506	4.788	18.505

TABLE 30

PRE-PCA AND ROTATED FACTOR LOADINGS AND EXPLAINED VARIANCE FOR CONTROL TEENS

	Factor 1	Factor 2	Factor 3	Factor 4	Communality
Latent Roots	7.374	3.143	2.473	2.185	15.175
Sum of Squares	5.059	3.514	2.611	3.991	15.175

TABLE 31

POST-PCA AND ROTATED FACTOR LOADINGS AND EXPLAINED VARIANCE FOR CONTROL TEENS

	Factor 1	Factor 2	Factor 3	Factor 4	Communality
Latent Roots	9.776	3.302	2.844	2.413	18.335
Sum of Squares	7.044	3.121	4.086	4.083	18.335

TABLE 32

PRE-PCA AND ROTATED FACTOR LOADINGS AND EXPLAINED VARIANCE FOR PARENTS OF YOUNG CHILDREN

	Factor 1	Factor 2	Factor 3	Factor 4	Communality
Latent Roots	13.771	3.068	2.558	2.285	21.682
Sum of Squares	4.245	3.785	5.604	8.049	21.682

TABLE 33

POST-PCA AND ROTATED FACTOR LOADINGS AND EXPLAINED VARIANCE FOR PARENTS OF YOUNG CHILDREN

	Factor 1	Factor 2	Factor 3	Factor 4	Communality
Latent Roots	15.581	3.865	2.495	2.351	24.292
Sum of Squares	4.826	7.709	6.398	5.359	24.292

TABLE 34

PRE-PCA AND ROTATED FACTOR LOADINGS AND EXPLAINED VARIANCE FOR PARENTS OF EXPERIMENTAL TEENS

	Factor 1	Factor 2	Factor 3	Factor 4	Communality
Latent Roots	15.337	2.915	2.738	2.115	23.106
Sum of Squares	13.164	2.802	3.576	3.564	23.106

TABLE 35

POST-PCA AND ROTATED FACTOR LOADINGS AND EXPLAINED VARIANCE FOR PARENTS OF EXPERIMENTAL TEENS

	Factor 1	Factor 2	Factor 3	Factor 4	Communality
Latent Roots	16.386	3.430	2.942	2.747	25.505
Sum of Squares	14.682	3.782	3.976	3.064	25.505

All groupings increased in explanatory power on the posttest but the teens and the parents were different in the amount of improvement. An analysis of variance (ANOVA) test was tried for all groupings of respondents, but the number of empty cells defeated the attempt. In summary, all that may be said is that the four categories of respondents improved in explained variance on the posttest but in differing degrees between teens and parents.

Factors

The factors extracted were examined in terms of factor loadings and in terms of the subscales. In most cases, except for the parents of experimental teens, the factors crossed subscales. Many more of the full subscales were found on the factors for these parents than for any other grouping of respondents. With the exception of the experimental teen pre-PARI factor loadings, the loadings are arranged in numeric sequence despite signs. As these findings are discussed, the negative signs will be considered. Factor analyses were conducted on the pre- and post-PARI's for comparisons within categories of respondents and between categories.

Experimental teens.--The first Factor on the pretest for the experimental teens showed a strong attitude toward control of children with emphases on particular control of certain behaviors (Table 36). This Factor has been labelled Control of the Child's Behavior. At the same time these teens had negative loadings on three items within the Encouraging Verbalization subscale. The loadings in the table are from high to low, except for the negative loadings. It may be seen that none of the loadings was very high although five items were very small and might well have been omitted. The only subscales which were included in their entirety on this Factor were Excluding Outside Influences, Avoidance of Communication, and Suppression of Sexuality. These findings may be related to the teens' perception of their relationships with their own parents.

Factor 2 for the experimental teen pre-PARI is more difficult to label. None of the loadings again was very high although there was one very small one (Table 37). This Factor appeared to tap many dimensions of the various subscales with only one subscale, Rejection of the Homemaking Role, being included completely. Acceleration of Development, Ascendance of the Mother, and Deification were close to entire inclusion (three or four items of five on the Factor). The factor would appear to demonstrate a certain recognition for parenthood with ambivalence. Regardless of the subscale labels and their possible interpretations, Acceleration of Development and emphases on the Mother's Role coupled with rejection of the homemaking role appeared to be paramount.

The post-PARI showed differences for the experimental teens. The importance of the mother was still present on Factor 1, but not to the extent demonstrated on the pretest. This factor may be labelled Control of the Child's Behavior, but the role of the mother and her devotion and rewards expected were stressed (Table 38). In fact, Martyrdom and Avoidance of Communication were the only two subscales in which all of the items appeared on the Factor. The very high loadings were seen in the Ascendance of the Mother and Martyrdom subscales. The only very small loading was for an Irritability item.

TABLE 36

ROTATED FACTOR ONE FOR EXPERIMENTAL TEEN PRE-PARI

Subscale	Item	Loading
Excluding Outside Influences	Children should never learn things outside the home which make them doubt their parents' ideas.	0.675
Martyrdom	Mothers sacrifice almost all of their own fun for their children.	0.648
Suppression of Sexuality	It is very important that young boys and girls not be allowed to see each other completely undressed.	0.624
Ascendance of the Mother	The whole family does fine if the mother puts shoulders to the wheel and takes charge of things.	0.535
Avoidance of Communication	If a child has upset feelings it is best to leave him alone and not make it look serious.	0.506
Ascendance of the Mother	A married woman knows that she will have to take the lead in family matters.	0.498
Breaking the Will	Some children are just so bad they must be taught to fear adults for their own good.	0.489
Breaking the Will	Children need some of the natural meanness taken out of them.	0.475
Avoidance of Communication	The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	0.470
Deification	A child soon learns that there is no greater wisdom than that of his parents.	0.442
Dependency of the Mother	A wise woman will do anything to avoid being by herself before and after a new baby.	0.438
Martyrdom	A mother must expect to give up her own happiness for that of her child.	0.430
Irritability	It's a rare mother who can be sweet and even tempered with her children all day.	0.412
Excluding Outside Influences	It's best for the child if he never gets started wondering whether his mother's views are right.	0.411
Strictness	Children who are held to firm rules grow up to be the best adults.	0.409
Excluding Outside Influences	There is nothing worse than letting a child hear criticisms of his mother.	0.401

TABLE 36--Continued

Subscale	Item	Loading
Excluding Outside Influences	A parent should never be made to look wrong in a child's eyes.	0.384
Strictness	Children are actually happier under strict training.	0.383
Irritability	Mothers very often feel that they can't stand their children a moment longer.	0.365
Suppression of Sexuality	Sex is one of the greatest problems to be contended with in children.	0.361
Strictness	Strict discipline develops a fine strong character.	0.360
Martyrdom	Few women get the gratitude they deserve for all they have done for their children.	0.355
Irritability	Children will get on any woman's nerves if she has to be with them all day.	0.349
Acceleration of Development	Most children are toilet trained by 15 months of age.	0.321
Deification	More parents should teach their children to have unquestioning loyalty to them.	0.286
Breaking the Will	It is sometimes necessary for the parents to break the child's will.	0.251
Irritability	Raising children is a nerve-wracking job.	0.209
Breaking the Will	It is frequently necessary to drive the mischief out of a child before he will behave.	0.170
Encouraging Verbalization	Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	-0.153
Encouraging Verbalization	A child's ideas should be seriously considered in making family decisions.	-0.324
Encouraging Verbalization	Children should be allowed to disagree with their parents if they feel their own ideas are better.	-0.390

TABLE 37

ROTATED FACTOR TWO FOR EXPERIMENTAL TEEN PRE-PARI

Subscale	Item	Loading
Acceleration of Development	A mother should make an effort to get her child toilet trained at the earliest possible time.	0.697
Acceleration of Development	A child should be weaned away from the bottle or breast as soon as possible.	0.658
Acceleration of Development	The sooner a child learns to walk the better he's trained.	0.631
Acceleration of Development	The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.	0.584
Ascendance of the Mother	If a mother doesn't go ahead and make rules for the home the children and husband will get into trouble they don't need to.	0.540
Breaking the Will	A wise parent will teach a child early just who is boss.	0.520
Ascendance of the Mother	Children and husbands do better when the mother is strong enough to settle most of the problems.	0.509
Deification	The child should be taught to revere his parents above all other grown-ups.	0.505
Martyrdom	Children should be more considerate of their mothers since their mothers suffer so much for them.	0.500
Ascendance of the Mother	A mother has to do the planning because she is the one who knows what's going on in the home.	0.487
Encouraging Verbalization	A child has a right to his own point of view and ought to be allowed to express it.	0.464
Deification	Loyalty to parents comes before anything else.	0.445
Martyrdom	Children should realize how much parents have to give up for them.	0.407
Irritability	It's natural for a mother to "blow her top" when children are selfish and demanding.	0.406
Deification	Parents deserve the highest esteem and regard of their children.	0.386
Strictness	A child will be grateful later on for strict training.	0.381
Rejection of the Homemaking Role	A young mother feels "held down" because there are lots of things she wants to do while she is young.	0.371

TABLE 37--Continued

Subscale	Item	Loading
Encouraging Verbalization	When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	0.327
Rejection of the Homemaking Role	Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	0.318
Strictness	Most children should have more discipline than they get.	0.270

The posttest Factor 2 for experimental teens might be labelled as Equalitarian since all of the items of the Encouraging Verbalization subscale had positive moderate to high loadings while the negative loadings were for Suppression of Sexuality and Breaking the Will (Table 39). It is not possible to determine whether these teens were asking for the feedback they felt necessary or whether they believed actually what they had indicated.

The posttest Factor 3 for experimental teens showed a strong tendency for strictness with the highest loadings including four of the five Strictness subscale items (Table 40). At the same time, there were emphases on the Acceleration of Development items as a part of strictness. Very small loadings were found for Irritability items, but this finding may be related to attitudes that if one is strict, then it is not necessary to become irritable because children will not be nerve-wracking nor will they get on a mother's nerves since they behave as the mother anticipates. The Factor may be labelled Strictness.

Factor 4 for experimental teens had only very low to moderate loadings (Table 41). This factor may be labelled Exclusion of Others since the items on this factor clearly demonstrate that parents are dominant and need to break the child's will. Again, the loadings were very low to moderate. All items related to the primacy of the parents and their ability to control the child regardless of attitude or behavior.

Control teens.--The pre-PARI for the control teens was quite different from that of the experimental teens. Factor 1 for the control teens was Control of the Child's Behavior, but primarily by the parents (Table 42). This factor included only one subscale in its entirety: Rejection of the Homemaking Role. This subscale is reflective of young parental attitudes and the loss of freedom caused by young children. These same teens almost responded completely on the Acceleration of Development subscale. These two subscales greatly reinforce the attitude that young mothers need to be on the move and one way is to force children to develop early so as to allow some freedom for the mother. Emphases were not given for the mother only,

TABLE 38

ROTATED FACTOR ONE FOR EXPERIMENTAL TEEN POST-PARI

Subscale	Item	Loading
Ascendance of the Mother	A married woman knows that she will have to take the lead in family matters.	0.729
Ascendance of the Mother	The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.	0.708
Martyrdom	Mothers sacrifice almost all of their own fun for their children.	0.702
Ascendance of the Mother	Children and husbands do better when the mother is strong enough to settle most of the problems.	0.660
Martyrdom	A mother must expect to give up her own happiness for that of her child.	0.612
Deification	A child soon learns that there is no greater wisdom than that of his parents.	0.562
Martyrdom	Few women get the gratitude they deserve for all they have done for their children.	0.556
Ascendance of the Mother	If a mother doesn't go ahead and make rules for the home the children and husband will get into trouble they don't need to.	0.543
Martyrdom	Children should be more considerate of their mothers since their mothers suffer so much for them.	0.542
Martyrdom	Children should realize how much parents have to give up for them.	0.505
Acceleration of Development	The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.	0.437
Acceleration of Development	The sooner a child learns to walk the better he's trained.	0.417
Deification	Parents deserve the highest esteem and regard of their children.	0.381
Avoidance of Communication	If a child has upset feelings it is best to leave him alone and not make it look serious.	0.362
Suppression of Sexuality	Sex is one of the greatest problems to be contended with in children.	0.360
Irritability	It's natural for a mother to "blow her top" when children are selfish and demanding.	0.350

TABLE 38--Continued

Subscale	Item	Loading
Avoidance of Communication	The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	0.350
Acceleration of Development	Most children are toilet trained by 15 months of age.	0.337
Irritability	Mothers very often feel that they can't stand their children a moment longer.	0.258

but for both parents. There were no very high loadings for this factor but there were four very small loadings. The biparental involvement was shown on the Deification subscale (four of the five items showed on this Factor). Deification related to both parents.

Factor 2 for control teens may be labelled Equalitarian since the teens expressed the attitude for feedback between parents and children (Encouraging Verbalization) while they were negative with regard to the exclusion of outside influences. They were very high on two items of encouraging verbalization which indicated that they felt the need for self-expression within the family. It is not possible, of course, to know to what extent they were expressing their own needs or their attitudes.

Factor 3 for the control teens was definitely one of Strictness, regardless of the source, with irritability if the strictness were not met (Table 44). The general attitude was that strict training was necessary but that children are not always responsive. When they are not response, a mother becomes irritable. The highest loadings on this Factor were for strictness. The strictness did not reside within the parents, but was something to which the child must respond. If the child did not respond, the mother would become irritable.

While Factor 4 for the control teens was a rejection (negative loadings on all items) of control, there would appear to be a pattern (Table 45). These teens were opposed to the control of parents, and mothers, in particular, since they disagreed with every item on the factor to a greater extent than they agreed. The factor loadings showed their disagreement with the primacy of the mother and of the parents. This factor might be labelled Rejection of Control.

The rotated Factor 1 for control teens stressed the role of the mother and the desire to exclude outside influences (to contradict the mother) with emphases on certain expectations of children (Table 46). The picture shown by these teens was one of martyrdom, deification of the parents, irritability, breaking the will of the child, and avoidance of communication

TABLE 39

ROTATED FACTOR TWO FOR EXPERIMENTAL TEEN POST-PARI

Subscale	Item	Loading
Encouraging Verbalization	A child has a right to his own point of view and ought to be allowed to express it.	0.640
Encouraging Verbalization	Children should be allowed to disagree with their parents if they feel their own ideas are better.	0.622
Encouraging Verbalization	Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	0.621
Encouraging Verbalization	A child's ideas should be seriously considered in making family decisions.	0.550
Rejection of the Homemaking Role	A young mother feels "held down" because there are lots of things she wants to do while she is young.	0.526
Ascendance of the Mother	A mother has to do the planning because she is the one who knows what's going on in the home.	0.476
Encouraging Verbalization	When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	0.422
Suppression of Sexuality	It is very important that young boys and girls not be allowed to see each other completely undressed.	-0.342
Breaking the Will	Some children are just so bad they must be taught to fear adults for their own good.	-0.465

TABLE 40

ROTATED FACTOR THREE FOR EXPERIMENTAL TEEN POST-PARI

Subscale	Item	Loading
Strictness	Strict discipline develops a fine strong character.	0.737
Strictness	A child will be grateful later on for strict training.	0.691
Strictness	Children who are held to firm rules grow up to be the best adults.	0.620
Strictness	Children are actually happier under strict training.	0.585
Acceleration of Development	A child should be weaned away from the bottle or breast as soon as possible.	0.388
Acceleration of Development	A mother should make an effort to get her child toilet trained at the earliest possible time.	0.355
Irritability	Raising children is a nerve-wracking job.	0.298
Irritability	Children will get on any woman's nerves if she has to be with them all day.	0.237

outside the home. By excluding these forces, the mother would be supreme in the role of raising the children. Outside forces could not affect the child, while the mother could control the child. This Factor might be labelled Primacy of the Home.

Factor 2 for the control teens on the post-PARI was Equalitarian if Encouraging Verbalization were taken as a method of feedback to the children (Table 47). On the other hand, the early toilet training does not fit into the pattern unless it is considered a potential area of feedback for the children. The control teens had a very high loading with regard to the expressions of children's points of view.

As with previous findings, strictness and irritability go together on Factor 3 for control post-PARI loadings. These teens were negative on all the factor loadings for this Factor, which indicated their basic disagreement with the items that composed it. These findings were particularly true of strictness and irritability where the control teens had negative loadings on four of five items. It becomes rather obvious that strictness and irritability did not fit into their ideas of raising children and showed again Rejection of Control.

Factor 4 for the control teens might be labelled Control of the Child's Behavior. Certainly the controls believed that a child should recognize the importance of the parents in raising children. It may be seen from Table 49

TABLE 41

ROTATED FACTOR FOUR FOR EXPERIMENTAL TEEN POST-PARI

Subscale	Item	Loading
Breaking the Will	A wise parent will teach a child early just who is boss.	0.595
Excluding Outside Influences	There is nothing worse than letting a child hear criticisms of his mother.	0.584
Deificiation	Loyalty to parents comes before anything else.	0.569
Deificiation	More parents should teach their children to have unquestioning loyalty to them.	0.560
Excluding Outside Influences	A parent should never be made to look wrong in a child's eyes.	0.558
Dependency of the Mother	A wise woman will do anything to avoid being by herself before and after a new baby.	0.525
Excluding Outside Influences	Children should never learn things outside the home which make them doubt their parents' ideas.	0.468
Breaking the Will	It is frequently necessary to drive the mischief out of a child before he will behave.	0.465
Deification	The child should be taught to revere his parents above all other grown-ups.	0.449
Breaking the Will	Children need some of the natural meanness taken out of them.	0.444
Breaking the Will	It is sometimes necessary for the parents to break the child's will.	0.425
Irritability	It's a rare mother who can be sweet and even tempered with her children all day.	0.410
Excluding Outside Influences	It's best for the child if he never gets started wondering whether his mother's views are right.	0.390
Rejection of the Homemaking Role	Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	0.386
Strictness	Most children should have more discipline than they get.	0.343

TABLE 42

ROTATED FACTOR ONE ON CONTROL TEEN PRE-PARI

Subscale	Item	Loading
Deification	The child should be taught to revere his parents above all other grown-ups.	0.618
Acceleration of Development	A child should be weaned away from the bottle or breast as soon as possible.	0.594
Suppression of Sexuality	It is very important that young boys and girls not be allowed to see each other completely undressed.	0.567
Excluding Outside Influences	A parent should never be made to look wrong in a child's eyes.	0.526
Deification	Loyalty to parents comes before anything else.	0.525
Deification	A child soon learns that there is no greater wisdom than that of his parents.	0.521
Acceleration of Development	The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.	0.500
Breaking the Will	It is frequently necessary to drive the mischief out of a child before he will behave.	0.487
Acceleration of Development	A mother should make an effort to get her child toilet trained at the earliest possible time.	0.487
Excluding Outside Influences	There is nothing worse than letting a child hear criticisms of his mother.	0.482
Excluding Outside Influences	Children should never learn things outside the home which make them doubt their parents' ideas.	0.427
Acceleration of Development	The sooner a child learns to walk the better he's trained.	0.440
Martyrdom	Children should realize how much parents have to give up for them.	0.422
Avoidance of Communication	The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	0.421
Rejection of the Homemaking Role	A young mother feels "held down" because there are lots of things she wants to do while she is young.	0.417
Irritability	It's natural for a mother to "blow her top" when children are selfish and demanding.	0.359
Ascendance of the Mother	A mother has to do the planning because she is the one who knows what's going on in the home.	0.323

TABLE 42--Continued

Subscale	Item	Loading
Breaking the Will	A wise parent will teach a child early just is boss.	0.321
Rejection of the Homemaking Role	Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	0.284
Breaking the Will	It is sometimes necessary for the parents to break the child's will.	0.266
Deification	Parents deserve the highest esteem and regard of their children.	0.244
Martyrdom	A mother must expect to give up her own happiness for that of her child.	0.237

TABLE 43

ROTATED FACTOR TWO ON CONTROL TEEN PRE-PARI

Subscale	Item	Loading
Encouraging Verbalization	Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	0.736
Encouraging Verbalization	A child has a right to his own point of view and ought to be allowed to express it.	0.735
Encouraging Verbalization	Children should be allowed to disagree with their parents if they feel their own ideas are better.	0.670
Excluding Outside Influences	It's best for the child if he never gets started wondering whether his mother's views are right.	-0.510
Acceleration of Development	Most children are toilet trained by 15 months of age.	0.324
Encouraging Verbalization	When a child is in trouble he ought to know he won't be punish for talking about it with his parents.	0.215

TABLE 44

ROTATED FACTOR THREE ON CONTROL TEEN PRE-PARI

Subscale	Item	Loading
Strictness	A child will be grateful later on for strict training.	0.643
Strictness	Strict discipline develops a fine strong character.	0.504
Strictness	Children are actually happier under strict training.	0.465
Strictness	Children who are held to firm rules grow up to be the best adults.	0.456
Irritability	Mothers very often feel that they can't stand their children a moment longer.	0.449
Irritability	Children will get on any woman's nerves if she has to be with them all day.	0.447
Irritability	Raising children is a nerve-wracking job.	0.368

that these teens intended to maintain control in the home while they excluded outside forces and communication. They felt the mother and the parents in general were important, but they rejected one item on Rejection of the Homemaking Role. Mothers and parents were to be deified, but other influences on the child should be overlooked.

Parents of children.--Parents of young children showed attitudes that were labelled by Schaefer and Bell as martyrdom on the first pretest factor. None of the loadings for this factor was high or very high. The items that stood out on the positive side were all Martyrdom, Ascendance of the Mother, and Suppression of Sexuality. At the same time, these parents had negative loadings for three items of the Encouraging Verbalization subscale which indicated that they did not believe in feeedback in the mother-child relationship. This Factor may be labelled Importance of the Mother.

The second pre-factor for parents of children may be labelled Irritability, particularly since all of the subscale Irritability items were on this Factor with two having high and very high loadings (Table 51). At the same time, parents of young children rejected the homemaking role and approved of strict training, although the latter subscale items were low and very small in loadings.

Factor 3 for the pre-PARI parents of young children was Strictness exercised by parents through emphasizing the importance of mothers and parents with rejection of feedback and communication (Table 52). The loadings

TABLE 45

ROTATED FACTOR FOUR ON CONTROL TEEN PRE-PARI

Subscale	Item	Loading
Strictness	Most children should have more discipline than they get.	-0.602
Martyrdom	Children should be more considerate of their mothers since their mothers suffer so much for them.	-0.555
Breaking the Will	Children need some of the natural meanness taken out of them.	-0.531
Martyrdom	Mothers sacrifice almost all of their own fun for their children.	-0.489
Ascendance of the Mother	The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.	-0.486
Ascendance of the Mother	If a mother doesn't go ahead and make rules for the home the children and husband will get into trouble they don't need to.	-0.474
Martyrdom	Few women get the gratitude they deserve for all they have done for their children.	-0.452
Breaking the Will	Some children are just so bad they must be taught to fear adults for their own good.	-0.444
Deification	More parents should teach their children to have unquestioning loyalty to them.	-0.411
Ascendance of the Mother	A married woman knows that she will have to take the lead in family matters.	-0.405
Irritability	It's a rare mother who can be sweet and even tempered with her children all day.	-0.391
Suppression of Sexuality	Sex is one of the greatest problems to be contended with in children.	-0.382
Dependency of the Mother	A wise woman will do anything to avoid being by herself before and after a new baby.	-0.355
Ascendance of the Mother	Children and husbands do better when the mother is strong enough to settle most of the problems.	-0.337
Avoidance of Communication	If a child has upset feelings it is best to leave him alone and not make it look serious.	-0.265
Encouraging Verbalization	A child's ideas should be seriously considered in making family decisions.	-0.239

TABLE 47

ROTATED FACTOR TWO ON CONTROL TEEN POST-PARI

Subscale	Item	Loading
Encouraging Verbalization	A child has a right to his own point of view and ought to be allowed to express it.	0.817
Encouraging Verbalization	A child's ideas should be seriously considered in making family decisions.	0.653
Encouraging Verbalization	When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	0.602
Encouraging Verbalization	Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	0.592
Encouraging Verbalization	Children should be allowed to disagree with their parents if they feel their own ideas are better.	0.412
Acceleration of Development	A mother should make an effort to get her child toilet trained at the earliest possible time.	0.339

for this factor were relatively high in comparison with previous factor loadings for parents of young children.

The Control of Child's Behavior factor for parents of young children was the fourth Factor. The only subscale in its entirety on this factor was Acceleration of Development, all of which items were high or very high in loadings. Acceleration, however, would not be appropriate since so many items from other subscales fell on the factor and indicated techniques through which control could be exerted, such as breaking the child's will and maintaining the home influence as opposed to outside influences. There was only one very small loading and this loading was for an item on the Encouraging Verbalization subscale. The loading was negative which indicated that these parents did not feel that children should talk with parents when they were in trouble. (See Table 53 for the figures for this Factor.)

The post-PARI responses for parents of children differed from the pre-PARI. Post-Factor 1 clearly demonstrated the Primacy of the Mother, including all of the items on the Excluding Outside Influences subscale (Table 54). The loadings were moderate to very high with only a very low loading for an item from the Deification (of parents) subscale.

Factor 2 on the post-PARI might be labelled Control of Child's Behavior with irritability as a strong component of control (Table 55).

TABLE 46

ROTATED FACTOR ONE ON CONTROL POST-PARI

Subscale	Item	Loading
Excluding Outside Influences	There is nothing worse than letting a child hear criticisms of his mother.	0.738
Excluding Outside Influences.	A parent should never be made to look wrong in a child's eyes.	0.650
Breaking the Will	It is sometimes necessary for the parents to break the child's will.	0.635
Irritability	It's natural for a mother to "blow her top" when children are selfish and demanding.	0.601
Ascendance of the Mother	A married woman knows that she will have to take the lead in family matters.	0.575
Deification	Loyalty to parents comes before anything else.	0.568
Breaking the Will	Children need some of the natural meanness taken out of them.	0.565
Martyrdom	Children should be more considerate of their mothers since their mothers suffer so much for them.	0.555
Martyrdom	Children should realize how much parents have to give up for them.	0.532
Ascendance of the Mother	Children and husbands do better when the mother is strong enough to settle most of the problems.	0.530
Acceleration of Development	A child should be weaned away from the bottle or breast as soon as possible.	0.511
Dependency of the Mother	A wise woman will do anything to avoid being by herself before and after a new baby.	0.482
Rejection of the Homemaking Role	A young mother feels "held down" because there are lots of things she wants to do while she is young.	0.454
Suppression of Sexuality	It is very important that young boys and girls not be allowed to see each other completely undressed.	0.450
Breaking the Will	It is frequently necessary to drive the mischief out of a child before he will behave.	0.449
Ascendance of the Mother	The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.	0.428
Avoidance of Communication	The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	0.421

TABLE 46--Continued

Subscale	Item	Loading
Martyrdom	Mothers sacrifice almost all of their own fun for their children.	0.355
Strictness	Most children should have more discipline than they get.	0.323
Ascendance of the Mother	A mother has to do the planning because she is the one who knows what's going on in the home.	0.297

TABLE 47

ROTATED FACTOR TWO ON CONTROL TEEN POST-PARI

Subscale	Item	Loading
Encouraging Verbalization	A child has a right to his own point of view and ought to be allowed to express it.	0.817
Encouraging Verbalization	A child's ideas should be seriously considered in making family decisions.	0.653
Encouraging Verbalization	When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	0.602
Encouraging Verbalization	Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	0.592
Encouraging Verbalization	Children should be allowed to disagree with their parents if they feel their own ideas are better.	0.412
Acceleration of Development	A mother should make an effort to get her child toilet trained at the earliest possible time.	0.339

TABLE 48

ROTATED FACTOR THREE ON CONTROL TEEN POST-PARI

Subscale	Item	Loading
Strictness	Children are actually happier under strict training.	-0.688
Irritability	Raising children is a nerve-wracking job.	-0.652
Strictness	A child will be grateful later on for strict training.	-0.573
Strictness	Children who are held to firm rules grow up to be the best adults.	-0.570
Martyrdom	Few women get the gratitude they deserve for all they have done for their children.	-0.567
Strictness	Strict discipline develops a fine strong character.	-0.500
Irritability	It's a rare mother who can be sweet and even tempered with her children all day.	-0.480
Ascendance of the Mother	If a mother doesn't go ahead and make rules for the home the children and husband will get into trouble they don't need to.	-0.456
Irritability	Children will get on any woman's nerves if she has to be with them all day.	-0.422
Irritability	Mothers very often feel that they can't stand their children a moment longer.	-0.378
Breaking the Will	Some children are just so bad they must be taught to fear adults for their own good.	-0.360
Deification	Parents deserve the highest esteem and regard of their children.	-0.353
Breaking the Will	A wise parent will teach a child early just who is boss.	-0.314

TABLE 49

ROTATED FACTOR FOUR ON CONTROL TEEN POST-PARI

Subscale	Item	Loading
Excluding Outside Influences	Children should never learn things outside the home which make them doubt their parents' ideas.	0.626
Acceleration of Development	The sooner a child learns to walk the better he's trained.	0.574
Deification	A child soon learns that there is no greater wisdom than that of his parents.	0.557
Excluding Outside Influences	It's best for the child if he never gets started wondering whether his mother's views are right.	0.542
Deification	The child should be taught to revere his parents above all other grown-ups.	0.517
Deification	More parents should teach their children to have unquestioning loyalty to them.	0.510
Martyrdom	A mother must expect to give up her own happiness for that of her child.	0.501
Acceleration of Development	Most children are toilet trained by 15 months of age.	0.447
Suppression of Sexuality	Sex is one of the greatest problems to be contended with in children.	0.382
Rejection of the Homemaking Role	Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	-0.378
Acceleration of Development	The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.	0.296
Avoidance of Communication	If a child has upset feelings it is best to leave him alone and not make it look serious.	0.263

TABLE 50

ROTATED FACTOR ONE FOR PARENTS OF CHILDREN PRE-PARI

Subscale	Item	Loading
Martyrdom	Children should be more considerate of their mothers since their mothers suffer so much for them.	0.597
Encouraging Verbalization	Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	-0.578
Ascendance of the Mother	A married woman knows that she will have to take the lead in family matters.	0.540
Martyrdom	Children should realize how much parents have to give up for them.	0.530
Encouraging Verbalization	A child has a right to his own point of view and ought to be allowed to express it.	-0.442
Encouraging Verbalization	Children should be allowed to disagree with their parents if they feel their own ideas are better.	-0.418
Suppression of Sexuality	Sex is one of the greatest problems to be contended with in children.	0.414
Martyrdom	Few women get the gratitude they deserve for all they have done for their children.	0.379
Encouraging Verbalization	A child's ideas should be seriously considered in making family decisions.	-0.333

This Factor indicated also the feelings of young mothers that they were tied down by young children and yet felt that the mother was important in the family. There were two very high loadings (0.734 and 0.711) for this factor and only one very small (0.233) loading.

The third post-Factor for parents of children had all negative loadings and revealed disagreement with items involving strictness and breaking the will (Table 56). These negative loadings are in accord with the positive loadings on Factor 2 in the sense that parents of children rejected these items as possible components of control. Although it is difficult to label this factor, it might be called Rejection of Strictness.

The fourth post-Factor for parents of children clearly shows an emphasis on Acceleration of Development since all items of the subscale were included (Table 57). At the same time, these parents indicated that a child has a right to his own point of view but he could not disagree with parents nor should he talk about being in trouble (negative loadings on these two items of the Encouraging Verbalization subscale).

TABLE 51

ROTATED FACTOR TWO FOR PARENTS OF CHILDREN ON PRE-PARI

Subscale	Item	Loading
Irritability	Children will get on any woman's nerves if she has to be with them all day.	0.746
Irritability	Mothers very often feel that they can't stand their children a moment longer.	0.633
Rejection of the Homemaking Role	Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	0.561
Irritability	Raising children is a nerve-wracking job.	0.545
Rejection of the Homemaking Role	A young mother feels "held down" because there are lots of things she wants to do while she is young.	0.530
Irritability	It's natural for a mother to "blow her top" when children are selfish and demanding.	0.485
Irritability	It's a rare mother who can be sweet and even tempered with her children all day.	0.455
Strictness	Most children should have more discipline than they get.	0.345
Strictness	A child will be grateful later on for strict training.	0.258

TABLE 52

ROTATED FACTOR THREE FOR PARENTS OF CHILDREN ON PRE-PARI

Subscale	Item	Loading
Strictness	Strict discipline develops a fine strong character.	0.712
Strictness	Children who are held to firm rules grow up to be the best adults.	0.646
Strictness	Children are actually happier under strict training.	0.605
Deification	A child soon learns that there is no greater wisdom than that of his parents.	0.572
Deification	More parents should teach their children to have unquestioning loyalty to them.	0.560
Ascendance of the Mother	Children and husbands do better when the mother is strong enough to settle most of the problems.	0.560
Excluding Outside Influences	It's best for the child if he never gets started wondering whether his mother's views are right.	0.548
Avoidance of Communication	The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	0.534
Avoidance of Communication	If a child has upset feelings it is best to leave him alone and not make it look serious.	0.496
Martyrdom	A mother must expect to give up her own happiness for that of her child.	0.449
Suppression of Sexuality	It is very important that young boys and girls not be allowed to see each other completely undressed.	0.447
Breaking the Will	It is frequently necessary to drive the mischief out of a child before he will behave.	0.417
Breaking the Will	Some children are just so bad they must be taught to fear adults for their own good.	0.370
Ascendance of the Mother	The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.	0.349

TABLE 53

ROTATED FACTOR FOUR FOR PARENTS OF CHILDREN ON PRE-PARI

Subscale	Item	Loading
Acceleration of Development	A mother should make an effort to get her child toilet trained at the earliest possible time.	0.725
Acceleration of Development	A child should be weaned away from the bottle or breast as soon as possible.	0.653
Breaking the Will	A wise parent will teach a child early just who is boss.	0.631
Acceleration of Development	The sooner a child learns to walk the better he's trained.	0.623
Acceleration of Development	Most children are toilet trained by 15 months of age.	0.621
Acceleration of Development	The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.	0.610
Deification	The child should be taught to revere his parents above all other grown-ups.	0.585
Excluding Outside Influences	Children should never learn things outside the home which make them doubt their parents' ideas.	0.580
Excluding Outside Influences	A parent should never be made to look wrong in a child's eyes.	0.576
Ascendance of the Mother	A mother has to do the planning because she is the one who knows what's going on in the home.	0.561
Deification	Parents deserve the highest esteem and regard of their children.	0.558
Dependency of the Mother	A wise woman will do anything to avoid being by herself before and after a new baby.	0.533
Deification	Loyalty to parents comes before anything else.	0.483
Breaking the Will	It is sometimes necessary for the parents to break the child's will.	0.478
Ascendance of the Mother	If a mother doesn't go ahead and make rules for the home the children and husband will get into trouble they don't need to.	0.454
Martyrdom	Mothers sacrifice almost all of their own fun for their children.	0.424
Breaking the Will	Children need some of the natural meanness taken out of them.	0.382
Excluding Outside Influences	There is nothing worse than letting a child hear criticisms of his mother.	0.365
Encouraging Verbalization	When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	-0.296

TABLE 54

ROTATED FACTOR ONE FOR PARENTS OF CHILDREN ON POST-PARI

Subscale	Item	Loading
Excluding Outside Influences	There is nothing worse than letting a child hear criticisms of his mother.	0.719
Deification	Loyalty to parents comes before anything else.	0.658
Excluding Outside Influences	A parent should never be made to look wrong in a child's eyes.	0.642
Deification	The child should be taught to revere his parents above all other grown-ups.	0.579
Excluding Outside Influences	Children should never learn things outside the home which make them doubt their parents' ideas.	0.562
Excluding Outside Influences	It's best for the child if he never gets started wondering whether his mother's views are right.	0.542
Deification	More parents should teach their children to have unquestioning loyalty to them.	0.309

TABLE 55

ROTATED FACTOR TWO FOR PARENTS OF CHILDREN ON POST-PARI

Subscale	Item	Loading
Martyrdom	Mothers sacrifice almost all of their own fun for their children.	0.734
Irritability	Raising children is a nerve-wracking job.	0.711
Rejection of the Homemaking Role	A young mother feels "held down" because there are lots of things she wants to do while she is young.	0.639
Irritability	Mothers very often feel that they can't stand their children a moment longer.	0.598
Rejection of the Homemaking Role	Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	0.590
Martyrdom	Few women get the gratitude they deserve for all they have done for their children.	0.583
Irritability	It's a rare mother who can be sweet and even tempered with her children all day.	0.562
Suppression of Sexuality	It is very important that young boys and girls not be allowed to see each other completely undressed.	0.560
Martyrdom	A mother must expect to give up her own happiness for that of her child.	0.554
Ascendance of the Mother	If a mother doesn't go ahead and make rules for the home the children and husband will get into trouble they don't need to.	0.552
Irritability	Children will get on any woman's nerves if she has to be with them all day.	0.546
Suppression of Sexuality	Sex is one of the greatest problems to be contended with in children.	0.538
Ascendance of the Mother	A married woman knows that she will have to take the lead in family matters.	0.538
Ascendance of the Mother	Children and husbands do better when the mother is strong enough to settle most of the problems.	0.503
Avoidance of Communication	The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	0.477
Breaking the Will	Children need some of the natural meanness taken out of them.	0.469
Martyrdom	Children should be more considerate of their mothers since their mothers suffer so much for them.	0.458

TABLE 55--Continued

Subscale	Item	Loading
Encouraging Verbalization	Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	0.428
Ascendance of the Mother	The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.	0.406
Irritability	It's natural for a mother to "blow her top" when children are selfish and demanding.	0.311
Encouraging Verbalization	A child's ideas should be seriously considered in making family decisions.	0.233

TABLE 56

ROTATED FACTOR THREE FOR PARENTS OF CHILDREN ON POST-PARI

Subscale	Item	Loading
Strictness	A child will be grateful later on for strict training.	-0.782
Strictness	Strict discipline develops a fine strong character.	-0.641
Strictness	Children who are held to firm rules grow up to be the best adults.	-0.641
Strictness	Children are actually happier under strict training.	-0.603
Breaking the Will	A wise woman will teach a child early just who is boss.	-0.579
Breaking the Will	It is sometimes necessary for the parents to break the child's will.	-0.533
Breaking the Will	Some children are just so bad they must be taught to fear adults for their own good.	-0.505
Deification	Parents deserve the highest esteem and regard of their children.	-0.475
Breaking the Will	It is frequently necessary to drive the mischief out of a child before he will behave.	-0.460
Avoidance of Communication	If a child has upset feelings it is best to leave him alone and not make it look serious.	-0.445
Dependency of the Mother	A wise woman will do anything to avoid being by herself before and after a new baby.	-0.388
Strictness	Most children should have more discipline than they get.	-0.320

TABLE 57

ROTATED FACTOR FOUR FOR PARENTS OF CHILDREN ON POST-PARI

Subscale	Item	Loading
Acceleration of Development	A mother should make an effort to get her child toilet trained at the earliest possible time.	0.815
Acceleration of Development	A child should be weaned away from the bottle or breast as soon as possible.	0.683
Ascendance of the Mother	A mother has to do the planning because she is the one who knows what's going on in the home.	0.667
Acceleration of Development	Most children are toilet trained by 15 months of age.	0.656
Acceleration of Development	The sooner a child learns to walk the better he's trained.	0.551
Deification	A child soon learns that there is no greater wisdom than that of his parents.	0.538
Acceleration of Development	The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.	0.480
Martyrdom	Children should realize how much parents have to give up for them.	0.469
Encouraging Verbalization	A child has a right to his own point of view and ought to be allowed to express it.	0.387
Encouraging Verbalization	Children should be allowed to disagree with their parents if they feel their own ideas are better.	-0.300
Encouraging Verbalization	When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	-0.138

Parents of experimental teens.--The parents of experimental teens were more clearly in line with the subscales than were any of the other respondents. The first pre-Factor was clearly a matter of Control of the Child's Behavior with all of the items of the following subscales included: Breaking the Will, Martyrdom, Avoidance of Communication, Suppression of Sexuality, Ascendance of the Mother, and Acceleration of Development (Table 58). At the same time, the majority of the loadings were moderate to very high. In fact, seven of the items were above 0.70. An examination of Table 58 reveals the various ways in which these mothers responded with regard to techniques of control, indicating also the importance of the mother and of the parents.

The second pre-Factor for parents of teens must be labelled Irritability

TABLE 58

ROTATED FACTOR ONE FOR PARENTS OF TEENS ON PRE-PARI

Subscale	Item	Loading
Martyrdom	Children should be more considerate of their mothers since their mothers suffer so much for them.	0.775
Ascendance of the Mother	A married woman knows that she will have to take the lead in family matters.	0.772
Martyrdom	Mothers sacrifice almost all of their own fun for their children.	0.770
Breaking the Will	Children need some of the natural meanness taken out of them.	0.750
Martyrdom	A mother must expect to give up her own happiness for that of her child.	0.746
Ascendance of the Mother	The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.	0.724
Acceleration of Development	The sooner a child learns to walk the better he's trained.	0.701
Deification	Loyalty to parents comes before an thing else.	0.698
Ascendance of the Mother	Children and husbands do better when the mother is strong enough to settle most of the problems.	0.692
Breaking the Will	It is frequently necessary to drive the mischief out of a child before he will behave.	0.675
Martyrdom	Few women get the gratitude they deserve for all they have done for their children.	0.660
Dependency of the Mother	A wise woman will do anything to avoid being by herself before and after a new baby.	0.659
Excluding Outside Influences	Children should never learn things outside the home which make them doubt their parents' ideas.	0.658
Deification	A child soon learns that there is no greater wisdom than that of his parents.	0.654
Avoidance of Communication	The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	0.654
Acceleration of Development	A mother should make an effort to get her child toilet trained at the earliest possible time.	0.646
Suppression of Sexuality	Sex is one of the greatest problems to be contended with in children.	0.635

TABLE 58--Continued

Subscale	Item	Loading
Martyrdom	Children should realize how much parents have to give up for them.	0.633
Breaking the Will	It is sometimes necessary for the parents to break the child's will.	0.607
Ascendance of the Mother	If a mother doesn't go ahead and make rules for the home the children and husband will get into trouble they don't need to.	0.583
Suppression of Sexuality	It is very important that young boys and girls not be allowed to see each other completely undressed.	0.573
Acceleration of Development	A child should be weaned away from the bottle or breast as soon as possible.	0.573
Ascendance of the Mother	A mother has to do the planning because she is the one who knows what's going on in the home.	0.570
Breaking the Will	Some children are just so bad they must be taught to fear adults for their own good.	0.567
Avoidance of Communication	If a child has upset feelings it is best to leave him alone and not make it look serious.	0.521
Excluding Outside Influences	It's best for the child if he never gets started wondering whether his mother's views are right.	0.475
Rejection of the Homemaking Role	A young mother feels "held down" because there are lots of things she wants to do while she is young.	0.463
Acceleration of Development	The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.	0.419
Breaking the Will	A wise parent will teach a child early just who is boss.	0.406
Excluding Outside Influences	There is nothing worse than letting a child hear criticisms of his mother.	0.385
Acceleration of Development	Most children are toilet trained by 15 months of age.	0.325
Encouraging Verbalization	Children should be allowed to disagree with their parents if they feel their own ideas are better.	-0.234

with all of the Irritability subscale items included (Table 59). Although two items from the Encouraging Verbalization subscale were included, it is quite possible that this encouragement might further increase the irritability expressed by the parents since they agreed to a child's right of expression about his views and about unreasonable family rules.

The third and fourth pre-Factors for parents of teens all had negative loadings except for one positive loading on Factor 3 (Tables 60 and 61). Factor 3 showed a Rejection of Strictness through negative loadings on the Strictness subscale and rejection of the homemaking role, which was the one positive (agreement) loading. The parental disagreement with the Strictness and Deification items may indicate a certain reality orientation that these parents felt with teen-aged children.

Factor 4 also had all negative loadings (Table 61). The disagreement expressed by these loadings would appear to be in accord with such strong agreement on Factor 1. The control expressed by the parents would not lead to agreement with feedback between parent and child. Similarly, parents would feel little need to have children deify them since control might bring this about while at the same time the disagreement may have come from the same reality orientation menetioned above. This reality orientation is related to the age of the children involved and the lowered expectations caused by experience in rearing children. At the same time, these youngsters were at an age where parental control might have been considered to be more important. Although Factor 4 would appear to be mixed, the label of Rejection of Feedback is suggested.

The overwhelming power of Factor 1 for parents of teens appears to have influenced all of the other Factors on the pre-PARI. The negative loadings on Factors 3 and 4 certainly underlie dimensions of the necessity for control of behavior. It should be remembered also from Table 34, p. 34, that the rotated Factor 1 for these parents on the pre-PARI accounted for 57.0 percent of the explained variance (sum of squares = 13.164; h^2 = 23.106).

Post-Factor 1 for parents of teens demonstrated even more clearly the feelings of the need for Control of Behavior. The Factor had very high loadings for a number of items (Table 62). In addition, there were more complete subscales included: Breaking the Will, Martyrdom, Deification, Avoidance of Communication, Suppression of Sexuality, Ascendance of the Mother, and Acceleration of Development. Three of the four items for Excluding Outside Influences were on this Factor also. If the parents of teens behaved according to their expressed attitudes, the experimental teens were strongly controlled by the mother and/or parents to a large extent.

Factor 2 might be labelled Equalitarian since mothers encouraged verbalization or feedback (Table 63). At the same time, however, these parents indicated some irritability about the feedback and some rejection of criticisms from other sources. It would appear that the parents of teens agreed to allow the teens to express themselves even in terms of criticisms of the family so long as they were brought to the parents by the teens.

Factor 3 is clearly one of Strictness with all of the items of this subscale on the Factor. Strictness in this case was not a predominant aspect

TABLE 59

ROTATED FACTOR TWO FOR PARENTS OF TEENS ON PRE-PARI

Subscale	Item	Loading
Irritability	Raising children is a nerve-wracking job.	0.678
Irritability	It's a rare mother who can be sweet and even tempered with her children all day.	0.658
Irritability	Children will get on any woman's nerves if she has to be with them all day.	0.649
Irritability	It's natural for a mother to "blow her top" when children are selfish and demanding.	0.551
Encouraging Verbalization	A child has a right to his own point of view and ought to be allowed to express it.	0.429
Irritability	Mothers very often feel that they can't stand their children a moment longer.	0.414
Encouraging Verbalization	Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	0.275

TABLE 60

ROTATED FACTOR THREE FOR PARENTS OF TEENS ON PRE-PARI

Subscale	Item	Loading
Strictness	Children are actually happier under strict training.	-0.714
Strictness	Strict discipline develops a fine strong character.	-0.609
Rejection of the Homemaking Role	Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	0.563
Strictness	A child will be grateful later on for strict training.	-0.545
Strictness	Children who are held to firm rules grow up to be the best adults.	-0.515
Deification	More parents should teach their children to have unquestioning loyalty to them.	-0.448

TABLE 61

ROTATED FACTOR FOUR FOR PARENTS OF TEENS ON PRE-PARI

Subscale	Item	Loading
Encouraging Verbalization	A child's ideas should be seriously considered in making family decisions.	-0.650
Deification	Parents deserve the highest esteem and regard of their children.	-0.590
Encouraging Verbalization	When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	-0.561
Excluding Outside Influences	A parent should never be made to look wrong in a child's eyes.	-0.498
Strictness	Most children should have more discipline than they get.	-0.466
Deification	The child should be taught to revere his parents above all other grown-ups.	-0.444

of the home, but indicated that the teens must adhere to rules under all circumstances. They must put up with adversity regardless of the source, be it parents, teachers, or others.

The fourth Factor for parents on the post-PARI might be labelled Irritability, but there were only four items on the Factor (Table 65). This Factor appeared to be tapping the mothers' reactions to raising children while at the same time they felt "held down" by children.

TABLE 62

ROTATED FACTOR ONE FOR PARENTS OF TEENS ON THE POST-PARI

Subscale	Item	Loading
Breaking the Will	Children need some of the natural meanness taken out of them.	0.828
Martyrdom	Mothers sacrifice almost all of their own fun for their children.	0.819
Ascendance of the Mother	A married woman knows that she will have to take the lead in family matters.	0.784
Martyrdom	Children should be more considerate of their mothers since their mothers suffer so much for them.	0.782
Deification	A child soon learns that there is no greater wisdom than that of his parents.	0.755
Acceleration of Development	The sooner a child learns to walk the better he's trained.	0.753
Deification	Loyalty to parents comes before anything else.	0.743
Martyrdom	A mother must expect to give up her own happiness for that of her child.	0.724
Dependency of the Mother	A wise woman will do anything to avoid being by herself before and after a new baby.	0.721
Martyrdom	Children should realize how much parents have to give up for them.	0.713
Breaking the Will	It is frequently necessary to drive the mischief out of a child before he will behave.	0.705
Ascendance of the Mother	The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.	0.675
Excluding Outside Influences	Children should never learn things outside the home which make them doubt their parents' ideas.	0.652
Breaking the Will	Some children are just so bad they must be taught to fear adults for their own good.	0.650
Avoidance of Communication	The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	0.649
Ascendance of the Mother	If a mother doesn't go ahead and make rules for the home the children and husband will get into trouble they don't need to.	0.624
Deification	Parents deserve the highest esteem and regard of their children.	0.607
Ascendance of the Mother	Children and husbands do better when the mother is strong enough to settle most of the problems.	0.606

TABLE 62--Continued

Subscale	Item	Loading
Acceleration of Development	A mother should make an effort to get her child toilet trained at the earliest possible time.	0.588
Deification	More parents should teach their children to have unquestioning loyalty to them.	0.586
Acceleration of Development	A child should be weaned away from the bottle or breast as soon as possible.	0.585
Breaking the Will	It is sometimes necessary for the parents to break the child's will.	0.561
Martyrdom	Few women get the gratitude they deserve for all they have done for their children.	0.560
Suppression of Sexuality	Sex is one of the greatest problems to be contended with in children.	0.559
Acceleration of Development	Most children are toilet trained by 15 months of age.	0.541
Deification	The child should be taught to revere his parents above all other grown-ups.	0.528
Acceleration of Development	The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.	0.527
Excluding Outside Influences	It's best for the child if he never gets started wondering whether his mother's views are right.	0.524
Excluding Outside Influences	A parent should never be made to look wrong in a child's eyes.	0.510
Breaking the Will	A wise parent will teach a child early just who is boss.	0.503
Suppression of Sexuality	It is very important that young boys and girls not be allowed to see each other completely undressed.	0.501
Ascendance of the Mother	A mother has to do the planning because she is the one who knows what's going on in the home.	0.458
Avoidance of Communication	If a child has upset feelings it is best to leave him alone and not make it look serious.	0.455
Rejection of the Homemaking Role	Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	0.340

TABLE 63

ROTATED FACTOR TWO FOR PARENTS OF TEENS ON POST-PARI

Subscale	Item	Loading
Irritability	It's natural for a mother to "blow her top" when children are selfish and demanding.	0.626
Encouraging Verbalization	A child has a right to his own point of view and ought to be allowed to express it.	0.625
Encouraging Verbalization	When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	0.596
Excluding Outside Influences	There is nothing worse than letting a child hear criticisms of his mother.	0.555
Encouraging Verbalization	Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	0.541
Encouraging Verbalization	Children should be allowed to disagree with their parents if they feel their own ideas are better.	0.486
Encouraging Verbalization	A child's ideas should be seriously considered in making family decisions.	0.389

TABLE 64

ROTATED FACTOR THREE FOR PARENTS OF TEENS ON POST-PARI

Subscale	Item	Loading
Strictness	Children are actually happier under strict training.	0.815
Strictness	Children who are held to firm rules grow up to be the best adults.	0.643
Strictness	Strict discipline develops a fine strong character.	0.633
Irritability	It's a rare mother who can be sweet and even tempered with her children all day.	0.593
Strictness	A child will be grateful later on for strict training.	0.574
Strictness	Most children should have more discipline than they get.	0.365

TABLE 65

ROTATED FACTOR FOUR FOR PARENTS OF TEENS ON POST-PARI

Subscale	Item	Loading
Irritability	Mothers very often feel that they can't stand their children a moment longer.	0.674
Irritability	Raising children is a nerve-wracking job.	0.609
Irritability	Children will get on any woman's nerves if she has to be with them all day.	0.568
Rejection of the Homemaking Role	A young mother feels "held down" because there are lots of things she wants to do while she is young.	0.492

Summary

With regard to the factor analyses of the PARI, a large amount of data has been presented. Accordingly, the summary will seek to link the factor labels and the factor explanations of variance. The factor labels for each type of respondent on the pre- and post-PARI's is shown in Table 66. As the labels are discussed, reference will be made to Tables 28 through 35 on pages 33 and 34.

Control of child's behavior.-- Although the amount of controls considered necessary varied among respondents, this Factor was present on the pre- and post-PARI's for all respondents. Control of Behavior might also involve attitudinal or ideational control, but all respondents considered control important. The expression of the necessity for such control varied as to which Factor it was, such that on the pre-PARI, control was Factor 1 for the experimental teens, the control teens, and the parents of teens, while it was Factor 4 for the parents of young children. This particular Factor accounted for the largest explained variance in each case (52.2 percent, 33.3 percent, 37.1 percent, and 57.0 percent for experimental teens, control teens, parents of children, and parents of teens, respectively).

On the post-PARI, although the Factor was extracted, Control of Child's Behavior changed positions and lost some of its explanatory power for all respondents except the parents of teens who increased slightly (Table 66).

Other Factors.--There were certain other Factors that tended to appear somewhat regularly in the strong factors. The notion of equalitarian was used when mothers responded to the Encouraging Verbalization subscale because these responses seemed to indicate that mothers were willing to accept feedback from children, be they preschoolers or teenagers. The term equalitarian was not used to equate parents with children but to indicate that parents felt children had certain rights and points of view and they were willing to

TABLE 66

FACTOR LABELS BY TYPE OF RESPONDENT AND PRE- AND POST-PARI'S

Type of Respondent	Pre-PARI	Post-PARI
Factor 1		
Experimental Teens	Control of Child's Behavior	Control of Child's Behavior
Control Teens	Control of Child's Behavior	Primacy of the Home
Parents of Children	Importance of the Mother	Primacy of the Mother
Parents of Teens	Control of Child's Behavior	Control of Child's Behavior
Factor 2		
Experimental Teens	Acceleration of Development and Mother's Role	Equalitarian
Control Teens	Equalitarian	Equalitarian
Parents of Children	Irritability	Control of Child's Behavior
Parents of Teens	Irritability	Equalitarian
Factor 3		
Experimental Teens	...	Strictness
Control Teens	Strictness	Rejection of Control
Parents of Children	Strictness	Rejection of Strictness
Parents of Teens	Rejection of Strictness	Strictness
Factor 4		
Experimental Teens	...	Exclusion of Others
Control Teens	Rejection of Control	Control of Child's Behavior
Parents of Children	Control of Child's Behavior	Acceleration of Development
Parents of Teens	Rejection of Feedback	Irritability

listen as well as to consider these. On the pre-PARI, this Factor appeared only with the control teens. On the post-PARI, however, the Factor occurred for experimental teens, control teens, and parents of teens. For the parents of children, this Factor was the one with the most explanatory power (31.7 percent of the explained variance). Parents of young children were the only grouping of respondents who did not decrease on this Factor.

The Strictness Factor was found on the pre-PARI for control teens and parents of children but only appeared for the experimental teens and their parents on the post-PARI. Strictness was viewed as parental attitudes that reflected the belief that children, regardless of age, had to learn to deal with adversity despite the source. Only the control teens and parents of children indicated strong attitudes on the Factor on the pre-PARI while only the experimental teens and their parents were strong on this Factor on the post-PARI.

The other factors seem to speak for themselves in terms of the discussions regarding each of them. It might be said that the experimental teens and their parents were more alike in responses than other groupings of respondents. On the other hand, the important Factors for each grouping differed, particularly in terms of the first and second Factors of importance. It should be remembered that Tables 28 through 35 illustrate these findings. To obtain the percentage of explained variance for each Factor, it is only necessary to divide the sum of squares by the communality. This procedure helps to explain the differences between the types of respondents. Labels such as "Importance of the Mother" and "Primacy of the Mother" become more understandable since they are essentially the same. The rejection Factors are based on negative loadings, but usually these findings are consonant with the other findings based on total loadings and individual Factor loadings.

Summary

The conclusions of the study remain essentially the same as reported in 1973. The present analysis has demonstrated statistically that Project ACT had some effect on the experimental teens but these effects are confounded by the selection criteria and the commitment of the teens. As a result of the previous findings and the present findings, it is hard to generalize about the teens. The changes in self esteem, acceptance of others, and child-rearing attitudes are too small to state definitively that ACT changed the teens. It is interesting to note that certain self-esteem items corresponded in their results with acceptance-of-others items, but the correspondence is in areas of lowered scores. In terms of the PARI, the experimental teens were quite similar to their parents. The control teens and the parents of young children were different. It is hypothesized that certain conflicts might have developed within the program situation given these differences but there was no measurement of this phenomenon.

The Recommendations, included in this report, are the same as the July, 1973, recommendations. It should be pointed out, however, that the recommendations are a culmination of site observations, knowledge of the cultural diversities between the programs, and the battery of instruments used. It is apparent that certain instruments should not be reused (such as the Knowledge of Child Development questionnaire) and that observational techniques should be used more fully. The observations that were conducted according to the plans were too small in number for analysis. Another consideration, of course, is the possibility of three separate analyses for each program.

1973 Overall Recommendations

The preceding recommendations were developed after the programs had closed for the year, except San Antonio, and SSRI was asked to provide the common observer. After a year of work with the projects and at least three site visits to each, SSRI has developed overall recommendations. These recommendations are based on observation, contact, and data collection and analyses. It was stated previously that three models would be examined and effort would be made to determine whether one model would serve or whether various models were necessary. The recommendations are based on the focus of interest and on the age of child served, regardless of focus. Some of the recommendations are general in nature.

(1) When the emphasis is on the adolescent, one program model appears to be feasible. The model recommended would be one similar to that of Little Rock, i.e., a high school program with a kindergarten within the high school. While it is understood that most kindergartens are not located in the high schools, the ability to work with young children would appear to be enhanced for all teens whether or not they were participants in the program. As pointed out in Little Rock, other teens did have the opportunity to work with the children in various capacities. If the kindergarten is not in the high school, one close to the high school would be the alternative recommendation.

(2) It is recommended that in a high-school based program, the teens should not be paid for program participation. Class credit should be the only payment and preferably two such credits for an hour per day of didactic training and an hour per day for practicum. In this manner, it would appear that the teens would be more interested and involved in the program.

(3) When the emphasis is on the child, one model would appear to be the best for children aged three through four and another model for children under the age of three. It is recommended that three and four year old children are best served in a center-based program. Younger children would be best served through a home-based program.

(4) It is recommended that more realism be exerted in considering the ability of programs to engender parent participation or to provide parent education. In a school-based program with emphasis on the teens, it is extremely difficult to have continuous or large-scale parent participation. There usually is inadequate space, but even where space is available, parents tend not to have time for participation. Parent participation, particularly parents of teens, appears to be more active with special projects or events.

(5) A home-based program with emphases on the child and parent would seem to be best for parent education when the parent realizes that he and/or she is an integral part of the program.

(6) It is recommended that one possible way to obtain parent involvement in the high school program on a regular basis is to have parents act as teacher aides. Having teacher aides is a good avenue to incorporate community involvement and also a good way to obtain and train para-professionals.

(7) A well delineated administrative heirarchy is recommended highly. The lack of such delineation in heirarchy and roles may have been one of the major problems in Chicago and one of the strengths in Little Rock and San Antonio.

(8) It is recommended that demonstration projects seeking future impact should be longer than three years to allow for longitudinal studies and to maintain funding sources. Parenting skills and future careers and activities are known now only on a projective basis. In addition, two of the programs have closed and the third one will be closed by November 1, 1973.

(9) Since Little Rock reported that youngsters under 21 years of age could not teach and therefore job placement in child-related areas was difficult, it is recommended that some examination of this policy be made with efforts to determine its generality and possibilities of change.

(10) Little Rock had well developed curricula for the teens and children and San Antonio had such curricula developed for children. It is recommended that there should be dissemination of these materials. This is a general recommendation applicable to all well developed materials. Dissemination allows for those unaware of these materials the knowledge of their existence and possible use.

(11) It is recommended that projects be made more aware of the purpose of evaluation in the beginning, that the evaluation be ongoing, and that cooperation is mandatory for such evaluation. If these things had existed, the one project that was uncooperative might have been more willing to participate.

(12) It is recommended that evaluation analyses require six months, particularly where pre- and post-data are collected on a large data base.